ATTACHMENT III

Robert Burns Elementary/Middle School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code /Middle	District Name and Code
Robert Burns Elementary/Middle School/035	Detroit Public Schools/82010

Model for change to be implemented:	The Turnaround Model

School Mailing Address: 14350 Terry Street Detroit, Michigan 48227	

Contact for the School Improvement Grant:

Name: Charlene Harper

Position: Principal

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Principal (Printed Name): Charlene Harper *Charlene HARPER*	Telephone: (313) 852-0534
Signature of Principal: X *Charlene Harper*	Date: November 15, 2010

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

> 1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

As evidenced by the existing school data, Robert Burns is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations.

Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts. Targets for improvement will be driven by a comprehensive diagnostic review and theory of action conducted by Pearson K-12 Solutions. The information compiled during this comprehensive school diagnostic will include a five-year longitudinal analysis of all available and pertinent school data. In addition, data collected during the school diagnostics will include, but is not limited to:

- Student Achievement and School AYP
- Instruction and Learning
- Interoperability & Quality of Technology Systems
- Quality and use of Core Curriculum
- Effective Use of Data to Inform & Plan
- Leadership Effectiveness
- Aspirations & Engagement Culture
- Quality of Community Engagement Plan

The tables below provide a view of the sub group academic performance and further evidence of the need for comprehensive school reform at Robert Burns Elementary/Middle School. The following is an analysis of the most compelling sub group data:

Eighth Grade-

- Only 27% of Economically Disadvantaged and African American Eighth Graders met State Proficiency Standards in Math.

- Nearly 72.2% of the same groups met the State Proficiency Standards in Reading.

- Reading scores showed an increase as more than 31% students in this subgroup met proficiency over the last three years, while the latest math scores are at a record low when compared to the two previous years.

- Students with disabilities fared the worst with only 10% in mathematics and 10 % in reading meeting the State Proficiency Standards.

- While more female students (82.1%) showed proficiency in reading than male students (72.7%), the number of male students meeting proficiency increased by 41.7% over the last three years. while female student proficiency increased by 20.1%.

- Only 23.5% of male students and 28.1% of female students demonstrated proficiency in math, a decrease from the previous two years.

- Approximately 16.5% fewer males demonstrated proficiency in math while female students scored slipped 9.2% when compared to the previous year's scores.

Seventh Grade-

- Approximately 65.2% of Economically Disadvantaged and African American Seventh Graders met State Proficiency Standards in Math.

- Nearly 52.3% of the of the same sub groups met the State Proficiency Standards in Reading.

- While students from these groups showed consistent improvement over the last three years in both reading (+32.2%) and math (+16.3%), they remain significantly below MI state averages.

- While only 36.4% of students with disabilities showed proficiency in reading, this showed an improvement of 26.4% over the previous year's scores.

- Similarly, only 25% of students with disabilities showed proficiency in math, showing an improvement of 15%.

- Approximately 65% of both male and female students showed proficiency in reading with male students showing an increase of 44.6% proficiency over the last two years and females demonstrating a gain of 29.7% over the same time period.

- Male students (54.8%) showed a slightly higher proficiency rate for math than female students (51.4%) and demonstrated greater improvement (+23.8%) than female students (+11.4) when compared to scores from the last two years.

- Both male and female students demonstrated consistent gains in both reading and math over the past three years, but are far below state average for both.

Sixth Grade-

- Approximately 68.9% of Economically Disadvantaged and African American Sixth Graders met State Proficiency Standards in Math.

- Only 45.9% of the same groups met the State Proficiency Standards in Reading.

- Despite showing a gain of almost 20%, only 50% of students with disabilities showed proficiency in reading.

- Students with disabilities fared far worse in math with only 18.8% meeting the State Proficiency Standards, a decrease of 12% from the previous year.

- Both male (67.7%) and female (69.8%) students showed consistent gains in reading; male students showing a gain of 31.7% gain over the last two years while female student gains were 14.8%

- Less than half of both female (48.8%) and male (41.9%) students demonstrated proficiency in math.

- While scores in math slipped over last year's math scores with fewer female (-3.6%)and male (-3.3%) students showing proficiency, when compared to scores from two years ago, females show a gain of 26.8% of students meeting proficiency standards while male student improvement was 17.9%.

Fifth Grade -

- Approximately 25.6% of Economically Disadvantaged and African American Fifth Graders met State Proficiency Standards in Math showing an continuing decline over the last two years when an additional 28.4% demonstrated proficiency.

- Nearly 37.5% of the same groups met the State Proficiency Standards in Reading, with 15.1% fewer students demonstrating proficiency from the previous year.

- Students with disabilities showed small gains in both reading (+1.7%) and math (+4.2%), yet only 26.7% demonstrated proficiency in reading and 13.3% met the proficiency standards for math.

- Both male (39.6%) and female (36.4%) scores for reading tumbled from the previous year with 4.8% fewer males showing proficiency and an alarming drop of 26.5% of girls demonstrating proficiency.

Fourth Grade -

- Approximately 75% of Economically Disadvantaged and African American Fourth Graders met State Proficiency Standards in Math.

- Nearly 68.5% of the Economically Disadvantaged and African American students met the State Proficiency Standards in Reading.

- Scores for students with disabilities improved in both reading and math and these students had the highest reading meeting rate for the grade at 72.7%, but were far below peers with passing rates of 54.5% in math.

- While both male (68%) and female (70%) proficiency rates for reading are not far apart, they have fluctuated over the past years in an unusual patter. Male students scored recovered this year by 11.9% after plunging by 24% last year. Female scores fell this year by 5% after improving last year by 4%.

- Both females (76.7%) and males (73.9%) showed greater proficiency in math, recovering from a dip in scores for students by gender the previous year.

<u>Third Grade</u>

- Approximately 91.7% of Economically Disadvantaged and African American Third Graders met State Proficiency Standards in Math, displaying a consistent pattern of aggressive improvement when compared to students meeting proficiency two years ago (+54%) and student scores from last year (+33.5%).

- Approximately 79.3% of the same groups met the State Proficiency Standards in Reading, again demonstrating consistent improvement when compared to student scores from two years ago (+30.3%) and student scores from last year (+26.1%).

- Students with disabilities had a dismal passing rate of 10% in mathematics and 10% in reading, unchanged from the previous year.

- Both male and female student scores have shown consistent improvement in math over the last three years, showing a proficiency rate in math of 93.9% while females demonstrated a proficiency of 89.7%. These scores display an improvement of 36% for males and 31.2% for females over student scores from the previous year and an amazing improvement rate of 40.9% for males and 54.7% for female student scores from two years ago.

- Both male (87.7%) and female (72.4%) students have also shown improvement in reading proficiency rates with male scores (+32.1%) exceeding the gains made by female students (+22.4%) in reading.

Summary of Analysis

After analyzing the data our School Improvement Team deems it necessary to hire a Math Specialist to work with teachers and students to ensure that research-based best practice instructional strategies in Math are being implemented and taught.

Another reason why Burns did not meet Annual Yearly Progress (AYP), last school year can be attributed to pool school attendance. We want to close this achievement gap by hiring an Attendance Officer to monitor/track students who come late, show excessive absenteeism, and/or leave school early. These attendance indicators will allow us to target students who need assistance in this area. All students MUST be in attendance in school, in their assigned classes, every day, for the entire school day, and on time to learn, to achieve, and to ensure success.

Learning styles and instructional needs vary from student to student. We must provide each student with targeted instruction, designed to meet the student's individual learning needs. Some will need more time to learn than others. For these reasons, we will use the RTI (Response to Intervention) to provide every student with the additional time and support needed to learn at high levels.

We will use technology as a tool to enhance student achievement to help close the achievement gap. Video tutorial can help students struggling with new concepts build understanding in more depth, through a different modality, and in a manner that motivates students to learn.

Percent of Sub-group meeting State Proficiency Standards

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group : 3rd Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	49%	53.2%	79.3%	37%	58.2%	91.7%
Race/Ethnicity						
Students with Disabilities		10%	10%		10%	10%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	50%	55%	87.1%	53%	57.9%	93.9%
Female	54%	50%	72.4%	35%	58.5%	89.7%
Aggregate Scores						
State		86.4%	89.8%		91.3%	94.8%

Group : 4th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	74%	62.5%	68.5%	78%	69%	75%
Race/Ethnicity						
Students with Disabilities		36.4%	72.7%		45.5%	54.5%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	80%	56.1%	68%	80%	72.5%	73.9%
Female	71%	75%	70%	71%	65.7%	76.7%
Aggregate Scores						
State		82.8%	84.1%		87.9%	92.3%

Group : 5th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	40%	52.6%	37.5%	54%	19.2%	25.6%
Race/Ethnicity						
Students with Disabilities		25%	26.7%		9.1%	13.3%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						

	MEAP Reading			MEAP Math		
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	38%	44.2%	39.6%	57%	21.4%	25.5%
Female	43%	62.9%	36.4%	56%	16.7%	25%
Aggregate Scores						
State		81.5%	85.2%		76.8%	79.5%

Group : 6th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	48%	53.5%	68.9%	24%	51.4%	45.9%
Race/Ethnicity						
Students with Disabilities		30.8%	50%		30.8%	18.8%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	36%	38.7%	67.7%	24%	45.2%	41.9%
Female	55%	59.1%	69.8%	22%	52.4%	48.8%
Aggregate Scores						
State		80.5%	87.7%		79.9%	82%

Group : 7th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	33%	61.9%	65.2%	36%	46.4%	52.3%
Race/Ethnicity						
Students with Disabilities		10%	36.4%		10%	25%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	21%	60%	65.6%	31%	42.9%	54.8%
Female	36%	64%%	65.7%	40%	50%	51.4%
Aggregate Scores						
State		79.6%	82%		82.6%	82.2%
Group : 8th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	46%	46.8%	78.2%	30%	37.7%	27%
Race/Ethnicity						
Students with Disabilities		10%	10%		10%	10%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A

Gender						
Male	31%	48.4%	72.7%	31%	40%	23.5%
Female	62%	45.1%	82.1%	33%	37.3%	28.1%
Aggregate Scores						
State		75.5%	83.4%		74.5%	70.3%

Sub Group Non-Academic Analysis   Year: 2009-2010

Group Pre K-8	# Students	# of Absences	# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
	659			In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities	94								
LEP									
Homeless									
Migrant									
Gender									
Male	319								
Female	340								
Totals	659			114	67	3			

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	75		N/A	N/A		N/A	
1	73						
2	72						
3	64						
4	74						
5	60						
6	121						
7	76						
8	60						
9	-						
10	-						
11	-						
12	-						

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	
7	-	-	-	-	
8	-	-	-	-	
9					
10					
11					
12					

School Resource Profile

[Make sure the correct boxes are filled in]

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ General Funds ☐ Title I Part A ☒ Title I Schoolwide ☐ Title I Part C ☐ Title I Part D	☐ Title I School Improvement (ISI)	X ☐ Title II Part A ☐ Title II Part D ☐ USAC – Technology	☐ Title III
☐ Title IV Part A ☐ Title V Parts A-C	☐ Section 31 a ☐ Section 32 e ☐ Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	X Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

> 1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The District holds high expectations for all students, identifies essential curriculum content, and makes certain it is sequenced appropriately. Robert Burns Elementary School must ensure that planning and teaching is aligned to the district curriculum and that the curriculum is taught effectively using best practices and research based strategies. A variety of formal and informal assessments, aligned to the curriculum, must guide instructional decisions and monitor learning to measure mastery of content objectives. Robert Burns Elementary has written multiple documents such as the Comprehensive Needs Assessment, School Improvement Plan, Ed Yes, etc to articulate and demonstrated their support for systematic positive change and are determined and willing to be the change agents. They are committed to providing world-class educational standards, and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for high school, college, and the world of work.

The staff at Robert Burns Elementary, through their employment with Detroit Public Schools and their affiliation with Detroit Federation of Teachers Union (DFT), has established an agreement focused on the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program that includes extended day learning and measurable expectations to drive school reform.

To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform:
- creative teaching methods
- acceleration of improved student achievement as measured by MDE standards
- creative scheduling
- dedicated staff assigned to each school
- extended school day/extended year
- parental and community involvement.

Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School. Burns Elementary will closely monitor this process and cooperate fully to ensure highly qualified and effective teachers are in every classroom.

As a Priority School, our teachers will be presented with the option of remaining at the school and supporting the turnaround, or becoming automatically eligible to interview for jobs at up to two other Priority Schools. Following the priority school guidelines and the Turnaround model, no more than 50% will be rehired. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walkthroughs and teacher observations. Ongoing data will be collected to measure the degree of teacher effectiveness, including student growth data. Those teachers who are not interested in working at Robert Burns Elementary, or who are unable to support the processes described in this school improvement application, will be placed in an eligibility pool for non-Priority Schools.

With assistance from K-12 Solutions, a new governance structure will be adopted that will include the formation of an Instructional Leadership Team (ILT). The K-12 Solutions Achievement Advisor will provide support for the turnaround model and the principal is committed and willing to support the proposed efforts to effect change as described in this plan.

Through a thorough and collaborative planning process, Robert Burns Elementary School will be in compliance with all the requirements of the Turnaround model by:
- Replacing the current principal with a new administrator.
- Developing teacher and school leader effectiveness through support from our external partner, Pearson K-12 Solutions.
- Implementing comprehensive instructional reform strategies.
- Extending learning time and creating a community-oriented school utilizing district initiated supports of summer school, extended learning, district level literacy coaches, and reading recovery.
- Maintaining principal oversight to maintain operational flexibility and sustained support with issues of overstaffing, calendar-time, and budgeting to implement the comprehensive approach as provided in the collective bargaining agreement initiatives from DFT and Detroit Public Schools.
- Implementing strategies to motivate and retain staff.

Jacquelyn Caldwell, will become the Principal of Burns School and has planned a mission/vision process with the staff and school community, to define values and beliefs aligned to high expectations and the daily practices that are necessary to realize the school's goals. A strong mission and vision must be collaboratively written that motivates the school community to transform from a culture of compliance to one of commitment. This will include defining and refining a language of instruction to communicate the commitment to increasing performance expectations within the context of a positive and caring learning environment.

On September 8th during a general staff meeting, the current Principal, Charlene Harper, debriefed the staff sharing general information about the school improvement grant and invited staff to volunteer to work with the School Planning Team (instrumental in the recruitment and retention of highly qualified staff), in completing the grant application. Burns School's planning team consists of but not limited to, the Principal, a Teacher from Middle and Elementary grade levels, the Instructional Specialist and the LSCO/PTA President.

The staff members who volunteered were asked to attend a workshop (Michigan Department of Education (MDE) Technical Assistance Meeting in Lansing, Michigan) on September 17, 2010. That workshop outlined key components that should be considered to enable the committee to successfully complete the school improvement grant.

On September 29, 2010, a meeting was held with the committee to begin the journey and process of adopting the Turnaround Model that involves constructing a new governance structure and implementing a new and revised instructional program for Burns K-8 School. The committee agreed that changing the existing cultures to a more unified culture, a team type approach, required an individual and collective commitment to developing a school climate and culture that utilized collaboration and consensus, to doing all that is needed to protect and increase instructional time, and to dramatically, visibly, and measurably raise student achievement by whatever agreed upon means necessary.

The planning committee has committed and pledged themselves to a series of change strategies by signing a 12-month contract that demonstrates their commitment to work with school leaders to develop a collaborative and achievement-focused school culture. Together, we are committed to:

- Providing an enriched, extended school day to provide additional support to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

- Providing an enriched, extended day educational experience that addresses each student's immediate and long-term academic goals.

- Ensuring that school staff is equipped to facilitate effective teaching and learning through ongoing, high quality, job-embedded professional development (PD) at our local school and/or participation with other city, state, and national professional educational organizations' professional development offerings that correlate with our school's comprehensive instructional program.

- Using data in the decision making to identify and implement programs that are research-based and aligned with MI state academic standards to guide effective instructional practices.

- Engaging parents as significant partners in their children's learning by providing material and training to help them work with their child(ren) including a parent room to permit computer usage that is accessible during school hours to provide parents with extra support.

- Monitoring and evaluate changes in professional practice through on-going use of technology –to enrich and support classroom walkthroughs, reflective faculty discussions and development of data-informed action plans.

Because instructional time is often lost due to discipline problems, 'at-home' suspensions, as well as pupil absences, the staff agreed to commit to a set of practices that protect instructional time by:
- Implementing Michigan's Integrated Behavior and Learning Support Initiative model (MIBLSi), which establish school-wide norms to minimize disruptions to instructional time and set clear expectations for student behavior.

- Developing in-school suspensions in lieu of 'out-of-school' suspension so that instructional time can continue without interruption and special academic tutorial assistance can be provided as needed.

- Ensuring that teachers follow district-pacing charts engaging students using technology in each academic area so that high mobility students do not lose valuable time as they transition between and among schools.

- Engaging students creatively during non-instructional time (lunch, hall passing etc).

- Establishing monthly school assemblies to create a community atmosphere where all children are taught the values of decency and respect for themselves and others. This will be a time for the whole school to come together, discuss aspects of school life, and celebrate achievements.

We are confident that, together with the Pearson K-12 Solutions team, we can implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA). We have selected the Pearson K-12 Solutions STEP (School Turnaround/Turnaround Education Partnership) Model because it is comprehensive and research based, because of its alignment to the DPS Academic Plan, and because it provides strong implementation support to the Robert Burns Elementary/Middle School Improvement Plan. In addition, Pearson is an approved provider of the Michigan Department of Education. The K-12 Solutions STEP Model provides research-based comprehensive support for building capacity for sustained school improvement and turnaround.

The Pearson STEP model integrates these 10 research supported core elements to provide comprehensive support for Burns School:

Systematically Plan for School Improvement.
Using a thorough diagnostic assessment, K-12 Solutions builds on the MDE CNA by visiting our school and collecting additional data through the following action steps:

- Perform a comprehensive diagnostic review including classroom observations, student and teacher focus groups, interviews with administrators, surveys of teachers, parents and students and an analysis of lesson plans, teacher observations, walk-throughs, etc
- Conduct a review of the Interoperability of technology systems to identify and remove technology roadblocks that may exist
- Assess the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins
- Facilitate the creation and commitment to a mission and vision to focus all school improvement efforts
- Through collaboration with our school stakeholders, the K-12 Solutions team will customize the STEP model and create a customized Theory of Action, a 3-day process involving 6-8 of our teachers as well as other school improvement team members, and parents that will direct the development of our Implementation Plan that specifically addresses our needs
- Create an Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative
- Use of data driven decision making to inform best practices that is research based and aligned with state's standards and school goals

Develop Instructional Leadership.

Strong leadership is a necessary component to successful school turnaround programs (Berends et al., 2001[i]; Duke, 2004[ii]). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005[iii]). The following action steps will be included in this component:

- To prepare our principal to be an instructional leader and effective manager, the STEP model develops leadership skills via a five day Leadership Training Institute.
- The Pearson Achievement Advisor will provide ongoing mentoring and assistance to the principal on issues that are most important to developing instructional capacity in teachers and in removing roadblocks to teaching and learning.
- The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one that will transition to Learning Teams (LT) in year two.
- An Instructional Leadership Team (ILT) will be formed to facilitate school based decision making and monitor school improvement efforts and initiatives.
- The school leadership team will attend a Leadership Conference for Blue Ribbon schools, for training in processes and protocols for becoming a Blue Ribbon school.
- The STEP model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

Create Collaborative Education Partnerships.

School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza,2004[iv]). To make school partnerships a reality, we will:

- To demonstrate our commitment to fostering parental involvement, we will identify a Parent/Community Engagement Specialist who will coordinate all activities related to parent and community involvement.

- To make school improvement a success, we will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving. This leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

Emphasize School Culture.

For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003[v]; Christle, Jolivette, & Nelson, 2007[vi]). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at Robert Burns School
- Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Hire a Parent/Community Engagement Specialist who will:
    - Monitor home/school connection and increasing parent engagement
    - Seek community resources to support students/families
    - Coordinate volunteer activities – seeking and securing volunteers to address school needs including student learning
    - Coordinate and facilitate parent activities at the school with the LSCO Chair to design Family Math, Science, & Reading nights for all parents.
    - Seek community involvement to support identified gaps such as mentoring programs, tutoring, parents to accompany child on fieldtrips.
    - Coordinate outreach and school-based connections for grandparents of students (i.e. breakfast meetings, home-work help).
    - Identify and support parenting and community education classes, working with the administrative team and faculty to schedule and provide classes to parents to support their student success
    - Build community support by providing an outreach vehicle to seek and secure young males for student mentoring program and volunteer to help fill voids identified within school
    - Connect the community to the technology available (how to access student information online and utilize resources that are available) through computer classes, etc
    - Collaboratively create solutions to the following issues:
        - Attendance
        - Expulsions, suspensions and alternatives
        - Truancies
        - Academic failure and retention
        - Parental engagement

We are committed to building a culture of high expectations and aspiration at our school.

Embed Achievement Support.
Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- Instructional Coaches will provide on-going "at elbow" support for our teachers ensuring that professional development activities become embedded in classroom practice; and ensuring teachers' input is considered in deciding how best to support them; and ensuring that the support is aligned with the instructional program and state standards. This includes a Math Advisor to support math content and pedagogy within classrooms; support math lessons; work with grade level teams in the planning of mathematics instruction; identify and conduct math interventions.

Align Curriculum.
In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- If misalignment is evident, the K-12 Solutions team will work with Robert Burns School to effectively align our school's curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade.
- Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific students' needs.
- Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

Optimize Conditions for Teaching and Learning.
We will begin the process by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction, and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction.
- Through classroom observations, the ability of teachers to effectively manage classrooms will be determined.
- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn.

- Students will be provided with Student Planners for Years 1- 3 to help them organize and manage their learning targets, thereby assisting teachers and giving students responsibility for their own learning.

Foster Knowledge Driven Decision-Making.
Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:
- Provide teachers with professional development to become informed, collaborative data users
- Create benchmark assessments with assistance from the K-12 Solutions team using the current DPS Interim Assessment System, Learning Village, to create formative assessments.
- Facilitate the use of data tools for understanding and improving our practice.

We are certain this will lead to improved student achievement.

Utilize Technology for Learning.
We need easily accessible, accurate, reliable, and timely assessment data so we can become knowledge driven decision makers who can personalize instruction to insure that all students are learning. We will provide teachers with:
- Training to retrieve information from data systems fluently
- Support for the interoperability of existing technology systems
- Professional development to examine how technology is used to enhance instruction and extend learning opportunities for students
- Technological support so we can adequately meet our needs to become data users and our students' needs for personalized learning.

Additionally, Teachers and students will have access to technology for accessing data. The data will be used to determine how instruction can be modified for differentiation, interventions, enrichment, and acceleration of the curriculum. In addition, curriculum resources include ancillary technology components that support teaching and learning.

Samples of our use of technology for learning will include:
- SMART boards – Teachers will be trained on the effective use of SMART boards.
- Document cameras -- will be used to vary the delivery of instruction and to provide an easy method to model learning targets for students through the display of exemplars.

Evaluate for Continuous Improvement.
Our Evaluation Plan is aligned with our customized Theory of Action and Implementation Plan, and is created as part of the planning process described in **Systematically Plan for School Improvement**. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:
- Providing feedback to stakeholders regarding progress
- Identifying the need for a change of course in a timely manner
- Documenting short-, mid-, and long-term outcomes

Phases of School Improvement with our external partner, Pearson K-12 Solutions
To implement STEP, we use a phased approach that is customized to address the priorities identified from Phase I-Diagnostic Evaluation for Robert Burns School to implement school improvement plans.

Phase I—Diagnostic Evaluation, Planning, and Start of Implementation
Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Burns School. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation.

Borman et al. (2003) [vii]note the strong relationship between the quality of comprehensive school reform implementation and positive effects on education outcomes. The systematic approach to STEP planning and implementation we use has many benefits. It requires methodical thinking and planning, which highlights areas of strength and weakness and therefore allows schools to think through possible scenarios to identify potential barriers and support to successful implementation.

Pre-Visit Diagnostics
Before going on-site, we collect a variety of documents for analysis. These include, but are not limited to the following:
- Curriculum documents
- Demographics
- History of improvement interventions and initiatives
- Prior school audits
- School calendar and schedules
- Parent/Student/Faculty School Handbooks
- Longitudinal student data

On-Site Diagnostics
Pearson's K–12 Solutions members perform extensive observations, interviews, and surveys to develop a baseline of current conditions while visiting the partnering school site and analyze current and historical documents that the school provides before the onsite visit. Surveys are used to better understand student, parent, and staff perceptions and aspirations.
During the diagnostic school evaluation, an extensive review is conducted within the following areas:
- Consistency and quality of classroom practices, routines, and teaching strategies
- Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process
- School organization and collaboration effectiveness—including processes for peer development and priority setting, school calendar, and scheduling
- Quality of facility and infrastructure—including interoperability of technology, capacity, and use of systems

- Quality and fidelity of curriculum implementation—including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
- Community communication and engagement strategy—including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

Part of the planning process is to determine the schools' readiness alongside the Pearson K-12 developmental continuum (see diagram below). This allows us to do the following:
- Agree on the school's current position along that continuum
- Provide a view of what it will take to move along that continuum
- Establish a framework for priority setting
- Establish a mechanism to appropriately pace the introduction of innovative new school design elements Developmental Continuum

Instruction & Learning					
Quality & Interoperability of Systems					
Aspiration & Engagement Culture					
Organizational Effectiveness					
Effective Use of Data to Inform & Plan					
Quality of Community Engagement Plan					
Quality & Use of Core Curriculum					
	Nascent	Evolving	Effective	High Achieving	Self-Sustaining

The K–12 Solutions team measures a school's current conditions using this continuum.

Developing Clear Implementation and Evaluation Plans

As Maddux and Cummings (2004) [viii]note, absent an explicit statement and a clear understanding of how a given initiative is expected to produce changes in student learning, the implementation of educational innovations "can be based only on intuition, trial and error, superstition, popularity, or random means unlikely to be quickly productive in any way." The K–12 Solutions team will work with Burns School and district personnel to collaboratively develop a customized Theory of Action to guide our school improvement work through the STEP process. Furthermore, a clear Implementation Plan is needed to guide the hard work of school improvement. From the Theory of Action, the Pearson K–12 Solutions team develops an Implementation Plan in collaboration with identified stakeholders. The process will take 3 days and involve 6- 8 teachers, along with other school improvement stakeholders. The purpose of the Implementation Plan is to provide a roadmap for school improvement by identifying:

- Required action steps
- Timelines

- Benchmarks by which to evaluate progress
- Performance indicators by which to measure success
- Roles and responsibilities for each action item, including the data collection and reporting of program monitoring and performance results

The last step is the development of an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, the plans for measuring those outcomes, and a plan for monitoring the implementation itself. Using a participatory evaluation model in which the client is a key contributor to the design and implementation of the evaluation, a collaborative plan for both formative and summative evaluation is launched. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan for sharing results.

Monitoring the Plans' Progress
Collaborating with school administrators, the Pearson K–12 Solutions team will build a schedule for regular reviews over the course of the year to assess the progress against the plan's goals and priorities. The K-12 Solutions Program Manager records and monitors the planning, implementation, and execution of the program through weekly phone conferences designed to communicate the planning, implementation, and execution of the program among the entire K–12 Solutions team.

A series of meetings are also scheduled to share the Theory of Action, Implementation Plan, and Evaluation Plan with all stakeholders. We schedule an annual event in which we share evaluation results with all stakeholders to inform them of the progress of the school improvement efforts, where challenges exist, and to celebrate successes. The participatory evaluation model dictates that stakeholders contribute to the interpretation of evaluation findings in order to make them meaningful and useable to enhance success of the work.

Phase II—Leadership and Teacher Development
Pearson K-12 Solutions team will lead a Principal Leadership Institute for key administrators to gain leadership skills necessary to lead the STEP model and sustain continued school improvement growth.

Also during Phase II, the STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:
- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction (including blended instruction) and instructional strategies that correlates highly to student learning and engagement

- Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs)
- Using data to inform instruction and personalize student learning

Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

Embedded achievement support is provided by key K-12 Solutions team members. Pearson's onsite support team consists of an Achievement Advisor and Instructional Advisors to oversee the implementation plan and verify that the customized STEP goals are realized. These on-site Pearson staff will be based at our Detroit school clusters and become familiar faces to teachers, administrators, and students. These important members of the Pearson K-12 Solutions team will be visible as they work at the school site supporting the components of the STEP as well as closely monitoring and evaluating implementation. The Achievement Advisor serves as the principal's coach and provides onsite leadership development and support. The Achievement Advisor also provides professional development for teachers and mentors the principal to effectively lead the Instructional Leadership Team. Instructional Advisors provide "at elbow" support for site-based coaches and teachers as they apply new instructional strategies, employ new technology for instructional, and collaborate to provide differentiated learning that meets the needs of all students.

## Phase III—Continued Leadership Development and Collaborative Teacher Learning

While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that encourages teacher input, engages teachers to refine their teaching and produce better student results. Learning Teams not only improves student achievement and school culture, but also builds within schools the capacity to continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.

In the second year, our STEP model continues to build instructional capacity to improve student learning and school effectiveness, we have found that training needs to be extensive to produce highly functioning teacher workgroups that actually improve teaching and student achievement. A five-year, 15-school quasi-experimental design study (Saunders, et. al., 2009[ix]) demonstrated that statistically significant gains in student achievement (gains over and above that of our comparison group and state averages) emerged only when site-level training and assistance were provided. This reinforces the value of strong leadership training in affecting change.

From this research, we developed our Learning Teams Leadership Training and Assistance program, which is designed to develop strong instructional leaders. The program is composed of the following components:

- Instructional Leadership Institutes and follow-up Institutes (e.g., the Winter Institute)
- Monthly regional meetings throughout the school year
- Monthly services throughout the year delivered directly the school
- District-level settings and services
- Ongoing evaluation of Learning Team implementation

Phase IV: Building Internal Capacity for Sustained and Continuous Improvement

Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson's STEP provides MI schools with the data they need to monitor progress and improve instruction.

Continuous Improvement Cycle
"Focused opportunities to experiment with aspects of practice"
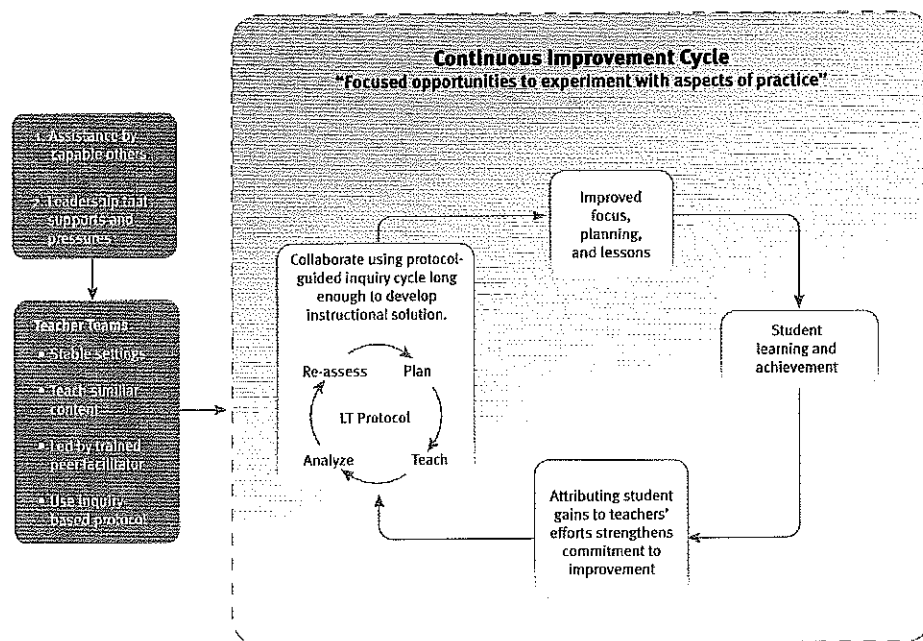
We believe this comprehensive solution will result in school improvement and increased student achievement and are committed to support all aspects of this plan.

2. Explain the school's ability to support systemic change required by the model selected.

The administration and staff of Burns K-8 School have already committed to promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. With the support of the District and our Turnaround partner, Pearson K-12 Solutions, Burns K-8 School has the ability to make significant and sustained changes in teaching and learning.

District Support
The staff at Robert Burns Elementary, through their employment with Detroit Public Schools and their affiliation with Detroit Federation of Teachers Union (DFT), has established an agreement focused on the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program that includes extended day learning and measurable expectations to drive school reform.

To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform:
- creative teaching methods
- acceleration of improved student achievement as measured by MDE standards
- creative scheduling
- dedicated staff assigned to each school
- extended school day/extended year
- parental and community involvement.

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In order to retain and recruit skilled staff, various strategies will be implemented. For example:
- Financial incentives, such as additional pay for afterschool, Saturday and summer work.
- Distributed leadership to provide increased opportunities for promotion and career growth and to have a voice in guiding the school in new directions.
- Flexible working conditions to include, but not limited to, release time within the school day for collaborative planning and professional development opportunities.

Lead Partner Support

Our plan recognizes that systemic change necessitates an assessment of the strengths and challenges experience by our staff so we can leverage our collective expertise to implement the goal of dramatic, sustainable and positive change. Pearson K-12 Solutions will provide ongoing, high quality job-embedded staff development aligned with our instructional program, so that teacher learning becomes embedded with classroom practices. Our school diagnostics will determine the strengths and areas of concern around content pedagogy and set the course for the delivery of professional development to affect the change required in all content areas.

Robert Burns School is prepared to partner with Pearson K-12 Solutions and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes; therefore, we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

We believe that our Turnaround plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Developing instructional leadership as a crucial component of effective and sustained turnaround. Our comprehensive Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. Leadership knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly STEP principal cohort conversations and trainings.
- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Literacy and Math Coaches (IC). This training includes a Coaching Boot Camp, ongoing "at elbow" support from our Instructional Advisors who "coach the coaches" to build capacity and effectiveness within their instructional support, and with bi-monthly daylong training.
- The Instructional Coaches will continually model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols

will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.

- Improved committee structures and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all by establishing organization structures, commitments and daily practices that align with a learning focused environment.
- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student.
- In Years 2 and 3, K-12 Solutions will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away.

Systemic Change by building a positive and productive learning environment. We work with the whole school community to build a civic culture that strengthens relationships and supports the social and emotional well being of students and staff. Urban schools face different challenges with common themes and quick fixes do not exist. School must be a safe, respectful, and caring place to foster effective teaching and learning conditions, and parents and other community stakeholders play an integral role in creating a positive school culture. Involving key stakeholder groups that include parents and community leaders to address issues and consider solutions empowers these leaders to advocate for solutions beyond the capabilities of the school alone.

When the K–12 Solutions team begins working in a school, they evaluate the current learning environment. Included in this evaluation are surveys that gather perception data from students, parents, and staff to monitor and address changes in expectations and aspirations for all students. Student aspirations have been linked to achievement and student's beliefs about the relevance of school to their future goals. Conditions critical in fostering and maintaining student aspirations include: 1) belonging; 2) heroes; 3) sense of accomplishment; 4) fun and excitement; 5) curiosity and creativity; 6) spirit of adventure; 7) leadership and responsibility; and 8) confidence to take action. Districts targeting these eight conditions report higher attendance and decreased dropout rates (QISA, 2009a[x]). The school diagnostic report will identify the current strengths and needs of the each school's learning environment and will become a basis of analysis during the Theory of Action to identify any problems (along with root causes) causing barriers to an optimal learning environment. This process will identify the necessary strategies (programs, resources, services) that are needed to close existing gaps. The strategies will become embedded into the STEP implementation plan and will be appropriately supported by our embedded team (through professional development, facilitation activities) to ensure successful outcomes.

To further meet the social-emotional needs of students, community oriented services will be offered through Burns School. The Local School Community Organization (LSCO) will be encouraged to provide opportunities and training to increase parent participation in LSCO sponsored events. Boy Scouts, Girls Scouts and the Boys to Men mentoring programs will be supported and welcomed by the school and staff.

School Community Support

There is strong belief within the community that all students can and will succeed. The number one role of the our new principal, therefore, is to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to successful student learning and achievement and ongoing staff professional development and growth.

To be successful, **reform strategies** must be set to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, which includes:

- Use of effective methods and instructional strategies that are based on scientifically based research that-strengthen the core academic program in the school
- Increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- Develop strategies for meeting the full range of educational needs of historically underserved populations, including academic, emotional, and cultural needs
- Provide instruction that meets the needs of all children

Starting with the interviewing process for the Turnaround school's staff, the Principal builds capacity for collaboration. The hired staff accepts the challenge of increasing student achievement through a shared culture of collaboration. They have been told and understand that this collaboration may include much 'overtime' including extended hours to the regular school day to facilitate individualized and/or small group tutorial type instruction based on pupil need and possibly Saturday work in the community and/or building. They have also been told that we are partnering with Pearson K-12 Solutions to create a job-embedded culture of professional development. These educators are prepared to apply research and use data for decision-making and using strategies appropriate for the intended goal. There are already volunteers among the newly hired staff who are ready to assume leadership positions. The Turnaround Principal, Jacquelyn Caldwell, has the ability to continue building a successful school, guide continuous instructional improvement and provide staff with the knowledge and skills to collaborate to impact successful pupil achievement and overall student academic success.

Resources Support

Against this backdrop of high expectations and enhanced capacity, Burns K-8 School will build existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess/measure impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

Ensuring Effective Instruction for All Students

Achievement-focused instruction will be supported through the strategic deployment of four DPS(4) Instructional Specialists-two assigned to K-5 (one Math, one Reading) and two assigned to 6-8 (one Math, one Reading) to support the Middle school. The Instructional Specialist's primary concern is the improvement of learning opportunities through the provision of instructional leadership. The Supervisor, as the Instructional Specialist, has the role of demonstrating the ability to use research-based strategies to improve Reading and Math instruction and raise student achievement.

Pearson, our Turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the Instructional Leaders and Specialists. Sufficient time for achievement-focused instruction will be supported through instructional 'block' scheduling: mandatory 120 minute literacy block and a 90 minute Math block for students in grades preK-8. On-going professional development will be provided for teachers to understand the components of a Balanced Literacy and Math Program and how to utilize the additional time effectively in order to support implementation of the program components.

To ensure that improved instruction is effective for all students, highly qualified professional staff will be assigned to each classroom to help facilitate small group learning and differentiated instruction. Pearson online resources, coaching and tools will support the small group and differentiated approaches.

Under the No Child Left Behind Act of 2001 (NCLB) Special Education Teachers and Resource Room Teachers will be 'pushing in' to regular classrooms to work with special need students in their regular classroom environment to ensure these students are educated in the least restrictive environment. Instructional Specialists and Administrators will review lesson plans weekly and lend support for improving instructional effectiveness when and where needed.

Promoting Relevant Parent Engagement

Parent involvement is essential to student academic achievement and school quality. Parent involvement is also critical in meeting the goals and objectives of Burns' School improvement initiative. It has always been and will continue to be a practice of Burns School to put into operation programs, activities and procedures for the involvement of parents in programs which educate, expose, encourage, and support parental involvement through a variety of workshops and seminars that help parents assist their children to not only meet academic requirements, but achieve academic excellence. Parental engagement activities will be planned and operated with meaningful consultation with parents of participating students. To ensure that all parents have the opportunity to participate fully regardless of their cultural differences, we will endeavor to

provide information, workshops and instruction in the parents' native language. Parents will be informed of school activities through a variety of venues. Newsletters, teacher notes, parent-teacher conferences, phone calls, and e-mail will be used to establish two-way communication between school and home. Additionally, parents will be encouraged to attend meetings where the Parent and Family Engagement Policy and school-parent learning compacts are discussed and revised.

Addressing Social and Emotional Needs

Promoting a Positive Learning Environment. We work with the whole school community to build a civic culture that strengthens relationships and supports the social and emotional well being of students and staff. Urban schools face different challenges with common themes; quick fixes do not exist. School must be a safe, respectful, and caring place to foster effective teaching and learning conditions, and parents and other community stakeholders play an integral role in creating a positive school culture. Involving key stakeholder groups that include parents and community leaders to address issues and consider solutions empowers these leaders to advocate for solutions beyond the capabilities of the school alone.

Our turnaround plan will define and provide Burns students with socially and emotionally healthy learning environments by focusing training and building a common Language of Learning fostering practices to:

- **Build positive relationships with every child every day.** Relationships between adults and children provide a supportive context for teaching new skills as well as addressing problem behavior.
- **Create supportive environments** where children know what is expected of them, what to do, when to do it and how to do it
- **Use the school's Instructional Leadership Team** to help create and implement a socially and emotionally healthy school environment
- **Identify and integrate social and emotional learning strategies** across the curriculum and within the entire school environment
- **Assess understanding and use of social and emotional well-being learning strategies** in classroom/school management as part of annual teacher and administrator performance appraisals
- Implement and monitor **Positive Behavior Supports** model.
- **Integrate** professional development around the stigma and/or the impact of mental health on school climate and connectedness, classroom atmosphere, academic achievement, dropout rates, and overall school success

In addition to building on existing after-school tutorials focused on providing extra academic helping in reading and math, a range of extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include a drill team, basketball team, cheerleader's team, dance, academic games, science clubs, book club, and others.

Our student's self efficacy will be developed and supported through engaged interaction in afterschool programs that they're interested in such as robotics, which includes the. With the assistance of partners like BOTECH CORPORATION Robotics Program at Michigan State University, they'll have fun learning Science, Technology, Engineering, & Math (S.T.E.M.) Concepts that include measurement, circumference, distance, and simple machines, while engaged in programming the robot to move.

Causes for student absences vary. To address this issue, Burns will have an **Attendance Officer** and **School Nurse** on staff. The school nurses' initial role for our school is to reduce absenteeism by intervention(s) with students and their families regarding health care needs or health related issues impacting pupil attendance. The School Nurse supports student success by providing health care assessment, health education, intervention, and follow-up for all children within the school setting. The Attendance Officer will investigate tardiness, conduct home and school conferences with parents regarding irregular attendance patterns and incorporate the involvement of other school staff members as needed.

Field trips will allow students' experience base to widen so that they may think beyond the limits of their neighborhood and apply academic content to the real world. Field trips will provide students with authentic opportunities to delve more deeply into topics introduced and discussed in the classroom, enhancing science, mathematics, and reading while providing authentic reasons for writing. These trips will include the following: Apple Orchard, Imagination Station, Center of Science Industry Museum, Detroit Zoo and others.

Providing Data-Informed and Job Embedded Professional Learning

While professional development will continue to be available at the District level, significant weekly job-embedded professional learning will be provided by our external lead partner (see chart below). To support school-based learning, teachers will have two common preps periods each week to support collaboration in job-alike teams. During these sheltered settings, teacher will collaboratively consider specific strategies to apply to their classrooms to improve student and classroom management, creating learning communities in every classroom, providing effective instruction that meets the needs of all students, and analyzing data to determine the success of their planning and need for further intervention.

Job-Embedded Professional Development Formats and Research Findings	K-12 Solutions STEP model
Action Research. Teachers select an aspect of their teaching to systematically investigate focused on student learning needs. They record data and consider	The Instructional Leadership team (ILT) is trained to facilitate teacher workgroup action research. Each month the facilitator meets with the STEP model Achievement

Job-Embedded Professional Development Formats and Research Findings	K-12 Solutions STEP model
theories from the research literature, drawing conclusions about how teaching is influencing learning and vice versa, and informing future instructional decisions. The primary intent of action research is to improve the teachers' immediate classroom teaching; secondarily, if applicable, the intent is to generalize it across other contexts in the school or beyond (Cochran-Smith & Lytle, 1990[xi])	Advisor (AA) to create an agenda for the teacher workgroup focused on a student learning need. Using the Learning Teams (LT) protocol, each teacher workgroup determines instructional strategies they will use to address the student learning (research-based); determine what data they will collect to analyze the effect; collect student data; analyze the results; reflect on learning to inform and improve future instructional decisions.
Case Discussions. Case discussions allow teachers to have a more critical analysis of teaching because they are not in the act itself (LeFevre, 2004[xii]). Formats vary from written to video to multimedia, with varying controls over content to match the purpose of the case study—for example, an exemplar of teaching decisions—or to reveal student thinking or missed opportunity. One strength of video case discussions, in particular, is the opportunity to analyze student thinking at a deep level (Sherin & Han, 2004[xiii]; van Es & Sherin, 2008[xiv]). Case discussions are particularly effective when they take place among a school's faculty and are situated in actual practice.	As part of STEP, teachers receive weekly professional development (PD) that oftentimes is supported by actual classroom video footage to prompt critical analysis from multiple perspectives. In addition, the Instructional Coach (IC) observes and analyzes the teacher in the classroom using Teacher Compass which provides links to appropriate PD resources. For example, My Education is a digital solution that provides authentic in-class video footage; interactive skill-building exercises; and connections to national standards. The IC may group teachers with common PD needs to promote case discussions and collaborative learning.

Job-Embedded Professional Development Formats and Research Findings	K-12 Solutions STEP model
Coaching. Coaching differs from mentoring in its focus on the technical aspects of instruction, rather than the larger personal and nonacademic features of teaching (Rowley, 2005[xv]). An instructional coach provides ongoing consistent follow-up by way of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge. Typically, instructional coaches have expertise in the applicable subject area and related teaching strategies.	STEP provides coaches for the teachers, the principal, and the coaches themselves. The AA is coach to the principal while teachers receive coaching from the IC. The IC looks to the AA as coach while the AA's coach is the Achievement Director. The AA and IC work onsite and develop a regular presence in order to provide "at elbow" support through modeling and reflective conversations. Learning Walks are opportunities for individual coaching and reflective conversation focusing on school-wide improvement initiatives as they permit authentic examination of classroom practices.
Critical Friends Groups. Teachers meet and analyze each others' work, including artifacts such as student work, a lesson plan, or assessment. They also may discuss challenges they are facing with presenting the subject matter or with meeting a particular student's needs.	All teachers participate in small job-alike teacher workgroups, or LT, facilitated by a teacher leader who is a member of the ILT. Collaborative instructional decision making focuses on and addresses common student needs using a seven step process.
Data Teams/Assessment Development. Teachers meet together and analyze results from standardized tests or teacher-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve student achievement. Teachers also may work on refining assessments to gather more useful student data.	Knowledge Driven Decision Making (KDDM) is taught, modeled, and supported throughout STEP. The ILT and LT continually use formative data to monitor student progress which is the catalyst for change or celebration as all stakeholders know shared outcomes and expectations through STEP 1: Strategically Plan for School Improvement.
Examining Student Work/Tuning Protocol. Examining student work enables	Teachers are trained to regularly use exemplars for helping their students reach

Job-Embedded Professional Development Formats and Research Findings	K-12 Solutions STEP model
teachers to develop a common understanding of good work, identify student misconceptions, and evaluate their teaching methods. Through the tuning protocol, teachers share student work (or their assignments and rubrics), describing the context in which the work is used; other teachers ask questions and then provide feedback on how the work may be fine-tuned to improve student learning.	learning targets and examining student work to note indicators of quality as well as need for improvement. During Step 6 of the seven step process for LT, teachers analyze student work to (a) see if the objective is being met, (b) better understand the need, and (c) evaluate instruction.

Documentation of meeting agenda, sign-in sheets, minutes, and classroom or grade level action plans will be recorded and stored in a binder in the office. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Provide Operational Flexibility

Operational flexibility will be designed into the plan to implement a comprehensive approach to increasing student achievement. This will be accomplished through the implementation of the following:

- **Shared decision making** will be continued to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of this SIG plan. An Instructional Leadership Team currently exists and will continue to seek input from all stakeholders to ensure transparent and two-way communication. The Instructional Leadership Team is comprised of Burns staff, with support from Pearson K 12 Solutions. The staff members are:

  o Charleen Harper, Principal

  o Jacquelyn Caldwell, Literacy Coach

  o Sylvia Tillman, Instructional Specialist

  o Darhonda Evans, Middle School Math Teacher

  o Yvonne Horne, Middle School English Language Arts

- o Cynthia Creagh, Title One Reading Teacher

- o Michelle McMurray, Middle School English Language Arts

- o Leslie Waters, School Librarian/Media Specialist

- o Tracy Jolly, Special Education Resource Teacher

- o Eugene Weich, Title One Math Teacher

- o Tonya Pittman, Social Worker

- o Margaret Sanford, Principal's Coach/MDE Consultant

- o Clester Lewis, Teacher-Retired

- o Tracy Jones, Compact Coordinator

- Designation as a **Priority School** with the intention of creating a rigorous educational program, which includes extended day opportunities with measurable outcomes.

- The **accommodation of necessary and unusual requirements** to accelerate student achievement, as measured by MDE, through an agreement between DPS and the DFT. These accommodations may include -

  - o Creative teaching methods

  - o Creative Scheduling

  - o Assignment of dedicated staff

  - o Extended school day and/or year

  - o Parental and community engagement strategies

Technology Support

Burns' basic physical and organization structure does need updating. The goal is to integrate technology into every classroom. Technology is a tool for improving and ultimately, transforming teaching and learning. To accomplish that job all classrooms will have a mobile multi-media workstation, which will include a document camera, laptop, iPad, and a Palmtop Computer. Each classroom will have a Smart board or Promethean board.

This technology will strengthen existing curricula and support meaningful, engaged learning for all students. To ensure that technology is effectively integrated into the school, educators and community members must and will collaborate to create a Burns K-8 formal technology plan commensurate with the district and state technology plan. To be successful, a technology plan

will include on-going professional development, which will provide support and training to effectively use these technological tools and resources.

Together, these structures provide the base from which Burns can sustain the systemic changes needed to drive dramatic and measurable improvement.

3. Describe the school's academic proficiency in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

The past three years of data represent erratic performance. Consistent gains in reading and math at third grade, for example, often decline when students reach fourth grade. The same can be said about proficiency levels between fourth and fifth grade.

We do see consistent gains in both reading and math as students move from fifth to sixth grade and between sixth and seventh grade and some consistency between seventh and eighth, but this cursory analysis does little to get at root causes that impact the underachievement of our students.

In addition, due to the school closures within Detroit Public Schools, Robert Burns School expects to have an influx of students from other schools. As a result, it will be critical to conduct a comprehensive diagnostic review to identify root causes of poor student achievement. This data will provide baseline information representing the current conditions of Burns and will be utilized to create a detailed implementation plan for school turnaround. The diagnostic report is described in greater detail earlier in this application.

Once our baseline diagnostic is completed, Pearson K-12 Solutions will create a formal evaluation plan to monitor and inform our implementation work, and the mid & year-end evaluation report will help us to make course corrections for on-track performance.

We look forward to being part of the collaborative process as we delve into the data with our partners to determine direction for improvement, identifying goals, benchmarks, timelines, and action steps.

Traditionally, data are collected and rarely analyzed or used to inform instructional adjustments in the classroom, not for self-assessment, problem solving, reflection or discovery, but our evaluation plan will identify the key data sources and benchmarks that are essential for this process. We believe school improvement requires that the cultural working conditions shift so that teachers and principals become skilled, informed, collaborative data users.

	Reading	Math

Grade	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	43.5%	44.9%	66.7%	34.8%	50.6%	64.5%
4	64.4%	16.9%	52.7%	64.4%	16%	39.6%
5	33.7%	29.5%	35.8%	12.6%	16.7%	24.1%
6	44.2%	45.3%	59.5%	20.4%	39.7%	41.9%
7	29.2%	52.9%	59.7%	31.6%	42.4%	43.9%
8	42%	42.7%	69.7%	26.1%	35.8%	25.3%

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

With help from our K-12 Solutions partners, we will maximize our use of formative assessments such as district-wide formative benchmarks (Learning Village), Accelerated Math, Accelerated Reading, DIBELS, short-cycle formative assessments, chapter tests, and Storytown. Our staff will use data to promote continuous improvement and to differentiate instruction to meet the student needs. After analyzing our reading scores and identifying the root causes, we will include "Reading to Learn" strategies across all content areas.

As our staff becomes more skilled at using assessments to plan and deliver effective instruction, we will engage in continuous monitoring and reflective practices. Specifically, we will concentrate on the four areas for data collection as illustrated below. By triangulating these data points, we will have a clearer picture of both root and secondary causes that explain the gap between current performance and desired performance.
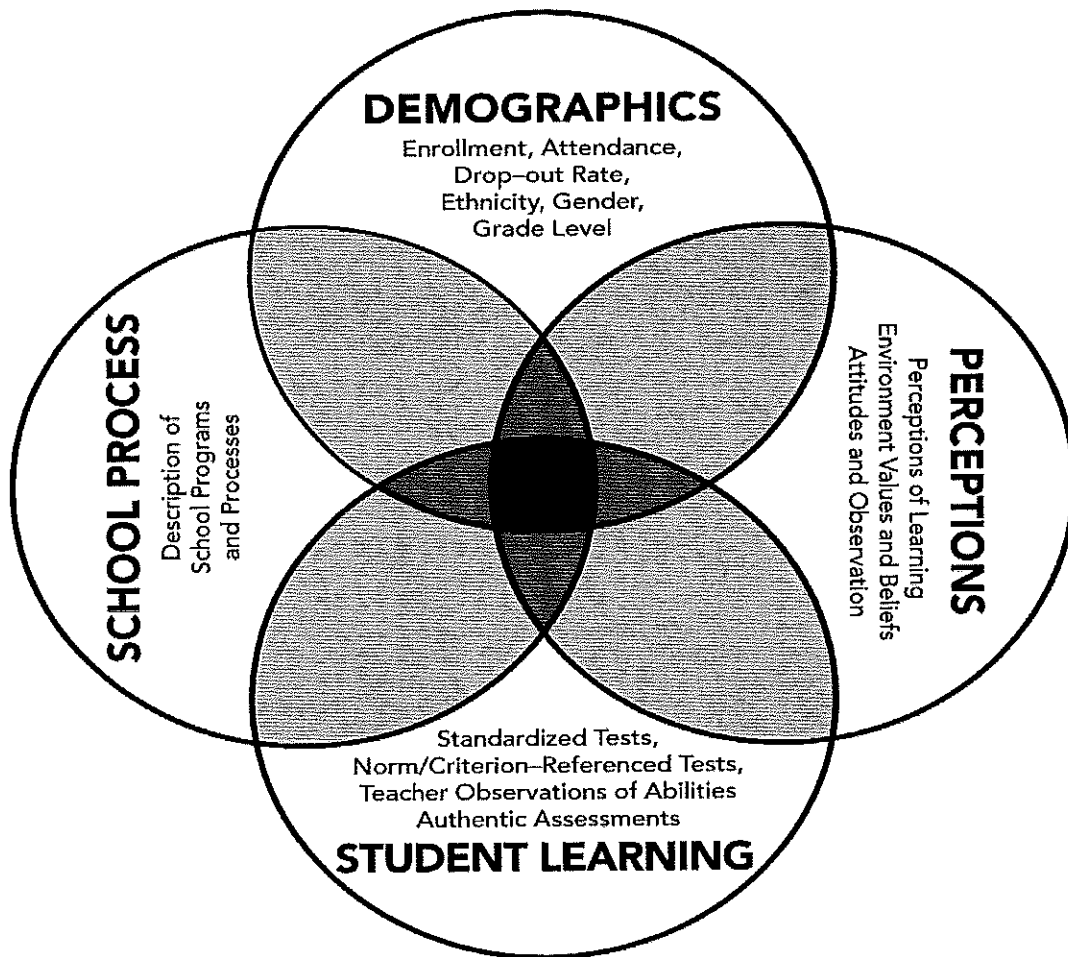
MULTIPLE MEASURES OF DATA

These four sections will provide information and guiding questions that will be crucial for our school to use when designing our blueprint for collecting the four different types of data. We recognize that achievement data are only one type of data that we must collect. That other data must be gathered to ascertain a complete or full picture of our students' profile.

With the assistance of Pearson K-12 Solutions, Burns will regularly incorporate academic and non-academic data that will shape student outcomes. This will be addressed through Pearson classroom walkthrough tools and process that supports the instructional leaders in collecting, analyzing, and discussing instructional data in order to implement data-informed instructional improvement and document changes.

Using Data to Improve Student Achievement

Burns is committed to addressing students learning challenges before students fail. Partnering with Pearson will help Burns design, develop, and implement Response to Intervention (RTI). This is a three-tiered model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of tiered instruction, the K-12 Solutions team will develop and provide specific professional learning that focuses on:

- Implementing an aligned curriculum

- Applying a range of differentiation techniques

- Ongoing progress monitoring to inform instructional grouping strategies

- Analyzing and using benchmark, diagnostic and formative assessments to inform instruction and monitor student learning

- Specific instructional strategies to support teachers and aides in working effectively with small learning groups

Tier I

The RTI process begins by screening all students and identifying those at risk for not meeting proficiency. Staff will conduct the screening to recognize prior skills needed to master the standards. Afterwards, Burns will create a scope and sequence for learning targets that would govern their pacing.

Collecting and Analyzing School wide Data

School leaders and Pearson will conduct a comprehensive and in-depth analysis of school's data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame classroom walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, Pearson and Burns will utilize an online source, such as Blackboard, to allow both internal and external stakeholders to continuously track and monitor on-going student achievement.

Implementation of Standards-Based Curricula

Burns K-8 School is committed to implementing the findings of the National Reading Panel in selecting and implementing the reading curriculum for Tier I that includes the five key components; phonemic awareness, phonics, fluency, vocabulary development, and

comprehension. Core Mathematics curricula will have a clear research based, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Pearson staff will support the teachers to effectively develop and use the curriculum with fidelity so that standards-based instruction is the norm which permits students to show proficiency on standard-based high stakes MAEP assessments. With help from our Pearson partners, Burns faculty will develop and adhere to curriculum pacing guides relative to district guidelines, determine learning targets that are shared with parents and students, and support teachers to create lesson plans focused on these shared targets.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students. Differentiating and supplementing curricula (Tier II and Tier III) for those students identified for assistance.

Pearson will support Burns K-8 School with tools to assist with the aligning of the curriculum and provide professional learning workshops to help teachers and leaders identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

Building Professional Learning Communities

Buffum, Mattos, and Weber (2009[xvi]) noted the Professional Learning Communities (PLC) Model effectively helps schools successfully organize and implement RTI. This model shifts from traditional leadership role from leader-centered to shared-leadership. The Principal will create the vision and the staff will follow. The PLC has five attributes: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice. The staff will work as a community with distributed leadership. Faculty will collaborate to improve teaching, and learning, identifying issues and solving problems, sharing the vision.

Louis and Kruse (1995[xvii]) states one of the first characteristics of individuals in a productive learning community is a willingness to accept feedback and to work toward improvement. Burns School will incorporate a "peers helping peers" process. Teachers will conduct peer visits, script notes, and discuss their observation to foster improvement and build mutual respect and trust.

Assessments and Progress Monitoring

Effective, achievement-focused instruction is based on ongoing assessments and progress, monitoring the implementation of the selected interventions, and measuring their impact on teaching and learning. Through Detroit Public Schools there exists a wide range of a data that include state assessments; MEAP, Quarterly Benchmark Testing and assessments such as DiBELS, Burst, Accelerated Reading, Accelerated Math, and MI-Access.

Formative assessments will let the teachers at Burns School know whether their teaching is effective and which students need further intervention. Collaboratively they will be able to plan for differentiated instruction.

Differentiated Instruction

Burns K-8 School is committed to addressing students' needs by differentiating instruction relative to delivery, time, content, process, product, and learning environment. As a key component of tiered instruction, faculty, and our K-12 Solutions partners will work collaboratively to identify the differentiated learning needs of the students, to ensure they are on track in meeting their learning goals.

K-12 Solutions will support differential instruction through job-embedded professional development that is informed by data and assisted by onsite modeling and monitoring by the Instructional Specialist and Achievement Advisor.

Tier II

Tier II represents students for whom effective core classroom instruction is not sufficient. In Tier II, students learn in small instructional groups. Students in Tier II will receive daily additional instruction, both in small groups during their regular school day and in extended day instruction.

Students in Tier II will receive an additional 25-30 minutes of explicit instruction in the Tier I Literacy and Math blocks. School Aides will be trained by K-12 Solutions team members and assigned to support Tier II efforts. In job-alike workgroups, teachers will collaboratively create common assessments to compare pre/post test results and determine which practices are most effective.

Tier II does not replace Tier I, but is an enhancement. Weekly individualized monitoring of pupil progress will help struggling students stay on track. Trained staff members will implement this data-informed approach. They will utilize research-based supplemental learning materials and resources that support and motivate today's student.

Tier III

Tier III instruction will be provided for that small group who needs more assistance. This tier will receive additional intensive instruction (50-60 minutes), on a daily basis. Students in Tier III will work in smaller groups of three or less to provide personalized learning.

Building Teacher Effectiveness

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003[xviii]; Datnow, Park and Wolhsetter, 2007[xix]). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller, and Reeves, 2007[xx]). The Burns staff and their Pearson partners are committed to building the essential foundation of data –informed approaches to teaching and learning proven effective in raising student achievement.

As partners in building a pervasive data culture, Pearson will support and coach the instructional leaders and classroom teachers on how to use data to make effective instructional decisions and measurable changes in their practice.

Pearson specialists will support their ongoing coaching with two technology-mediated tools to ensure efforts are sustained beyond the three-year period. These tools include:

- The Pearson Classroom Walkthrough Tool (CWT)
- Reflect, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study, and identify areas of teaching strengths and their professional learning needs.

Both tools will be used to support the work of the instructional leaders and Pearson specialists.

Teacher Effectiveness Data Empower Classroom Walkthroughs

Pearson offers professional learning for the Burns Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include:
1. Setting a clear purpose for the walkthrough, based on student data that indicates a problem.
2. Collecting common data in a common way, using a PDA.
3. Analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and other multiple areas of concern.
4. Reflecting on and discussing the data in faculty meetings, Professional Learning Community sessions, and Instructional Leadership Team Meetings, etc.;

5. Using the analyzed data to collaboratively develop an Action Plan to address areas of concern.
6. Implementing the Action Plan.
7. Using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This interactive process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports, and sustains changes in practice. It is supported through Pearson's Classroom Walkthrough software that syncs the data and uploads it seamlessly to a private, password protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set walkthrough indicators can be completely customized by the school to represent their specific interests and needs.

REFLECT: Data Supporting Reflecting for Instructional Improvement

Burns teacher will benefit from REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers , assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practiced-focused Professional Learning Community, teachers will have the opportunity to analyze actual lessons, reflect on their observations, and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Pearson/Burns partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Pearson specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Pearson's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice.

- Providing at-elbow coaching to support the leaders in promoting, leading, and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom.
- Applying the Pearson online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions.
- Using the Classroom Walkthrough tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Pearson's work focuses on the capacity of instructional leaders , Pearson will work directly with teachers-explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Pearson partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practices, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school, or through Pearson tools, and resources. The intent of this direct intervention with teachers is to model the new practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Pearson specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade level meetings, and faculty meetings. Pearson will follow up with observations, the classroom walkthrough tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional leaders will observe the work of the Pearson specialists and develop plans to implement the work on their own. This job-embedded professional development will emphasize effective teaching through the use of best practices which is the end result of increasing student learning time. Differentiated Instruction with individual learning plans focuses on both teacher and student achieving more during the school day. As stated, after

school tutoring in math and reading will be offered for those students who require still more instruction in order to achieve mastery.

Success of Response to Intervention and the entire school improvement effort rests on the capacity of teachers to integrate assessments, curriculum and instruction in coherent and differentiated ways to meet the learning needs of each student. It also rests on the capacity of leader to promote, support, and sustain effective practices. The interventions proposed are designed to build the critical capacity needed.

Continuous Data Analysis

With the guidance of our Pearson partners, the Robert Burns School staff is committed to using all available data to inform and plan tiered instruction for all students. In addition, because we will be reflecting on our professional practices, we will be constantly adjusting these cause variables.

Learning Teams will provide the structure for team meetings and will focus on data driven decision making and the teaching and learning cycle. An Instructional Leadership Team (ILT) will be put in place to serve as a link between each school team and administration to review data, provide resources, guidance, and support.

We will utilize staff and specialist to help each teacher implement differentiated instruction to meet student needs according to student data. The data will be used by teachers to group students in the classroom for differentiated instruction and to supply extra support for at risk students. It will also be posted inside the classroom so students and parents can monitor progress. Learning Village will be used by staff, parents and students to access and use data for increase test scores.

The following table offers a view of regular settings where the Burns staff will regularly analyze and use data for improving learning.

Meeting	Timeline	Persons Responsible	Participants
School Improvement Team	On-going	Administrators, Teachers/Support Staff, and Parents	Administrators, Teachers/Support Staff, and Parents
Item Analysis (MEAP & Quarterly District Tests in reading and math)	Quarterly	Administrators, Teachers/Instructional Specialists and Pearson	Administrators, Teachers/Instructional Specialists and Pearson

Wednesday Staff Meeting	Weekly	Administrators, Teachers/Instructional Specialists and Pearson	Administrators, Teachers/Instructional Specialists and Pearson
Parent Teacher Conference	Monthly	Administrators, Teachers/Instructional Specialists and Parents	Administrators, Teachers/Instructional Specialists and Parents and Community Partners
Instructional Leadership Team	Monthly	Achievement Advisor	Administrators, Teacher Leaders for each job-alike work group
Learning Teams (PLCs)	Weekly	Teacher Leaders	All Faculty

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Teacher's schedules have built in common preparation times to allow teachers to work together to discuss grade level curriculum. We will use the Detroit District's Data Director Site to analyze the student's MEAP, Quarterly Benchmarks and Summer School test data. Teachers will use a planning template such as the Grade Level Data Analysis Activity chart you see below to make decisions on delivering instruction. For example, while looking at the data, teacher A's students scored incorrect on a particular question while teachers B's students scored correct on the same question. Teacher B can share how she taught that concept and the activities that focused on the concept. Teachers can use the response frequency data as they collaborate. Each teacher would have a copy of this template while analyzing the data.

Grade Level Data Analysis Activity

Date:_____ Grade Level _____Course_____

Assessment Reviewed: _____

Names of those in attendance: _____

Reports Reviewed: _____

Data Facts	
Individual Areas of Strength Shared	**Individual Challenge Areas Shared**
1. **2.** **3.** **4.** **5.** **Note:** In this section teachers will write the GLCEs/standards of the items scored the highest for their class.	1. 2. 3. 4. 5. Reference only your class data in this section.
Grade Level Areas of Strengths	**Grade Level Challenge Areas**
1. 2. 3. 4. 5. Note: In this section teachers will write the GLCEs/standards of the items scored the highest for grade level. Ex: 81.25% scored correct on MA.7.N.FL.07.07 Questions # 5 MEAP Math	1. 2. 3. 4. 5. **(Circle most critical challenge area)**

Continued: data Template Burns will use.

Reflection
Reflecting upon your data facts, what factors in your instruction and curriculum do you feel influenced these results?

Plan of Action
What will you do now to re-teach this standard to your students?
How will you know if your students have now mastered this standard?
Create a timeline for your plan of action.
What instructional changes will you make next semester while teaching this standard?

Building Learning Teams (LT)

Pearson's STEP model provides extensive job-embedded professional development targeted to meet the needs identified through the comprehensive diagnostic review. The instructional specialists focus their work in support of the school's limited number of initiatives contained in their implementation plan. The impact of professional development and instructional coaching will be carefully monitored and its effectiveness will be determined by the extent to which teacher's instructional practices have positively impacted student achievement. Our small professional learning communities will transition to become fully functioning, collaborative **Pearson Learning Teams** (LT). This well researched; teacher collaboration model engages educators in the systematic study of student instructional needs. Our STEP model budget includes LT training and facilitation (from a Learning Teams Advisor), along with summer and winter institutes to build site capacity for fidelity to the research-based model.

Our school will identify teacher leaders representing every grade level to become our Instructional Leadership Team (ILT) who facilitate teacher work groups that will become Learning Teams. These teacher-leaders will meet each month as the Instructional Leadership Team (ILT) to analyze assessment results, monitor the progress of school improvement, debrief teacher workgroup meetings, and plan for upcoming LT meetings. The ILT will meet each month after the school day.

Recent studies show that establishing and sustaining teacher-learning teams in Title I schools can significantly increase student achievement (Gallimore et al., 2009[xxi]). In addition, results from a five-year study of Pearson's collaborative LT model indicate that LT provides more focus in grade-level and ILT meetings on student academics, systematic instructional improvement and increase in retention as teachers become empowered with greater instructional decision-making.

Research shows that LT schools have greater gains in student achievement and better overall school functioning, including:
- Tighter links between teachers and administrators by focusing on academic goals
- Increased administrator participation in meetings focused on improving instruction
- More tightly coupled meetings that were less frequently cancelled or re-purposed
- Better teacher understanding and more positive expectations of assessment data
- Improvement for collecting, analyzing, and using data over time
- Attributions for student achievement more focused on teachers' planning and instruction, rather than teacher and student traits, and other non-instructional explanations (McDougall, Saunders, & Goldenberg, 2007[xxii]).

Effective implementation of the LT program involves maximizing the time available with the school year to improve teaching and student learning. Delays and wasted time compromise the effort. As we collaboratively develop our Implementation and Evaluation Plan, we will create a yearlong calendar for professional development and collaboration which protect those meeting times. Cancellations do little to build teachers' trust and their sense that these meetings are to be taken seriously.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Parental Involvement

Research indicates that "low income urban parents are reluctant to be involved in their children's education (McDermott and Rothenberg, 2000)." Pearson K-12 Solutions STEP brings faculty, staff, parents, and community leaders together with district and school administrators to form an effective education partnership to build a climate of high expectations focused on student learning and achievement. During the school review, we assess the current school conditions to identify strengths and existing problems (along with root causes) to develop targeted strategies within an action plan for improving student learning and achievement. This may include improving school safety (through policies and practices), strengthening parent engagement (by increasing outreach efforts and practices to elevate parent involvement), improving adult-to-adult, adult-to-student, or student-to-student relationships in the building (by defining and refining daily practices that demonstrate commitment to a positive, productive and caring environment), along with increasing performance expectations which demonstrates that everyone is in it for success. The actual strategies we identify and/or develop will depend on the areas of need. Ultimately, the goal is to help Robert Burns School create a culture that is family-friendly and safe, where all students and families are respected, where students feel connected to their learning and their school, and where expectations of all students are high.

In order to encourage parental involvement, our SIG activities will include:

- Promoting parental capacity to support student engagement, motivation, and learning within school, at home and in the community
- Securing community support to garner staff needed for reform
- Communicating with parents on a weekly basis through multiple media to inform them of programs and activities which enhance and support student learning
- Promoting active parent participation on the Advisory Committee to seek district-wide support for STEP
- Encouraging parents to volunteer for both regular and extracurricular programs
- Establishing programs that promote contact between teachers and parents
- Interacting personally to promote the school to important community groups
- Developing systems that parents can use to work with their children at home on the academic skills being stressed in the school program

We look forward to involving parents more deeply in their children's learning as we are aware that there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character (McNeal, 1999[xxiii]). While our Title I budget reflects our commitment to parent involvement through parenting classes to build parent's capacity in supporting their child's learning in core academic subjects, we believe that our outreach does not maximize our opportunity to reach and engage parents. We know that

research indicates that family involvement positively affects outcomes for students (e.g., Catsambis, 2001[xxiv]). We want the same kind of outcomes that are supported by this research, including:

- **Higher achievement:** We need dramatic changes in achievement and are committed to partnering with parents and community members to create a shared vision and high expectations for all students to achieve.

- **Better attendance:** Increased student attendance is important for our school. If students are not in school, they miss significant opportunities for learning. We will use specific strategies to mobilize the entire school community to increase student attendance.

- **More responsible preparation for class:** We believe that parents want what is best for their child and that if they realize how important it is to check their child's homework, their child will benefit. We will use learning contracts to better communicate expectations with parents.

Other studies note that when schools communicate effectively and involve family and community members in activities, there is a decline in the need for student disciplinary actions (Sheldon & Epstein, 2002[xxv]). Our K-12 Solutions team partners will examine our current systems of communication and together we will upgrade and implement more effective methods for linking home and school.

To demonstrate our commitment to fostering parental involvement, we will identify a *Parent Involvement Specialist,* who will coordinate all activities related to parent and community involvement. The Parent Involvement Specialist will be responsible for the following:

- Monitoring home/school connection and increasing parent engagement
- Seeking community resources to support students/families
- Coordinating volunteer activities – seeking and securing volunteers to address school needs including student lea
- Coordinating and facilitating parent activities at the school with the LSCO Chair to design Family Math, Science, & Reading nights for all parents.
- Seeking community involvement to support identified gaps such as mentoring programs, tutoring, parents to accompany child on fieldtrips.
- Coordinating outreach and school-based connections for grandparents of students (i.e. breakfast meetings, home-work help)
- Identifying and supporting parenting and community education classes, working with the administrative team and faculty to schedule and provide classes to parents to support their student success.
- Build community support by providing an outreach vehicle to seek and secure young males for student mentoring program and volunteer to help fill voids identified within school.
- Connecting the community to the technology available (how to access student information online and utilize resources that are available) through computer classes, etc.

Community Engagement

We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will meet quarterly and will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.

The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become watchdogs of the Evaluation Plan. Each member serves as an advocate, sharing information within his or her stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers.

Additionally, community members, as our partners in learning, will be invited to participate in extracurricular activities for students, student presentations, and our mentoring program.

Other community resources, currently in place, will continue to provide services, opportunities and resources to the students and staff at Robert Burns School. These include: 21st Century After School Program, BOTECH CORPORATION Robotics Program, and our retired teacher volunteers.

Outside Experts

Experience Turning Around Schools. Robert Burns School will benefit from the outside experts provided through our Pearson partner. Pearson K-12 Solutions STEP model includes a combination of core elements that have helped improve low-performing schools for nearly 20 years. For instance, Pearson's Learning Teams (LT) model has consistently demonstrated gains in student achievement as well as improvements in school culture and distributed leadership. In one study, in workgroups rated as high-implementing, statistically significant student gains were seen after one year of using LT. More than 220 schools in 22 school districts, in six states, representing 20 cities and rural towns, have adopted the LT model—involving more than 1,100 teacher teams, and 5,000 teachers.

The K-12 Solution Team includes experts who have successfully led school turnarounds and are distinguished in the field of education. To find highly qualified individuals, we conduct national recruiting to secure highly experienced certified educational professionals who have demonstrated capacity as master teachers (with coaching experience and pedagogical content expertise), and highly successful master leaders (as former principals and school leaders) with experience in successful school reform. We have a strong network of educators from which to seek referrals and utilize a rigorous recruiting, screening process which includes a fingerprint

background clearance. Candidates who pass the screening are interviewed in a multi-step process that results in a profile of both skills and dispositions that can be used to assess fit with particular positions. Wherever possible, we recruit locally to access local knowledge that is important to success.

Our K–12 Solutions team also includes 14 diagnosticians, 80 professional development experts, and over 160 educational consultants who have years of experience in a variety of educational settings.

Jan Vesely, EdD, Senior Vice President, K–12 Solutions

Dr. Jan Vesely is responsible for the planning and implementation of high-quality achievement partnerships for states, districts, and schools. Jan's extensive experience and leadership working with teachers and administrators to improve instruction and personalize learning enable her to lead the team that is responsible for integrating Pearson capabilities and delivering a coherent program of services. She came to Pearson from Sunnyside Unified School District in Tucson, AZ, where she served as Deputy Superintendent of Instruction and Curriculum. Prior to Sunnyside, Jan worked at Edison Learning as Vice President of the Achievement Services team responsible for school turnaround and improving student achievement in school districts and charter schools. Dr. Vesely was recognized as a school turnaround principal and her school was honored by the Center for the Future of Arizona as a "Beat the Odds" high-poverty, high-performing school. Her experience also includes work as a secondary teacher, elementary principal, and assistant superintendent. She earned her EdD in Educational Leadership from Northern Arizona University.

Pearson K-12 Solutions will have two Solutions Specialists supporting the implementation plan, along with our onsite dedicated team consisting of an Achievement Advisor, Instructional Advisors for Literacy and Math, and Learning Team Advisor.

Roseanne DeCesari, Solutions Specialist

Ms. Roseanne DeCesari, Solutions Specialist, travels to schools and collects data onsite with our diagnosticians. She also works with other team members to synthesize results into a Diagnostic Report and to report results and recommendations to each school. In addition, Ms. DeCesari meets with schools to help identify the appropriate Intervention Model. Ms. DeCesari will bring more than 20 years of experience as an educator. Before joining Pearson, she served as a teacher and curriculum specialist in high-poverty and high-minority schools and, most recently, a principal of an Excelling school in the richly diverse Tucson Unified School District in Arizona. Ms. DeCesari co-facilitated an academy for prospective administrators and also served as a Principal Mentor in Title I Schools for the Beat the Odds Foundation. She has an MA in Education Administration from the University of Phoenix and a BA in Education from the University of Toledo.

Donna Anderson-Davis, Solutions Specialist

Ms. Donna M. Anderson-Davis, Solutions Specialist, is part of our development team. She has been instrumental in designing the Leadership Institute and will also assist schools in the comprehensive diagnostic process and the creation of the implementation plan. Ms. Anderson-

Davis brings more than 25 years of experience as and educator. Before joining Pearson, she served as Senior Director of Professional Learning for a national consulting firm where she trained and supervised a large consulting cadre. In addition, she has worked with hundreds of principals on their school improvement efforts across the United States. As a high school principal in north Denver, her school received special recognition for the dramatic gains in student achievement. She has completed her doctoral course work in Educational Leadership at Regent University and is completing her dissertation on the relationship between the leadership attributes and student achievement.

In addition, the K-12 Solution Team will provide access and support from the many Pearson partners to provide professional development, instructional tools, and technology that specifically fits our needs.

Katherine McKnight, PhD, Director of Evaluation

Katherine is responsible for designing and implementing evaluations of Pearson programs and products to improve K–12 teaching. Katherine's background in education reform includes tenure at the University of Arizona and California Teachers Association. Her Tucson gap analysis contributed to the development of an American Indian Social and Cultural Center. Katherine earned her PhD in Clinical Psychology, minoring in Program Evaluation and Research Methodology from the University of Arizona.

Lou Delzompo, Senior Vice President, Solutions Development

Lou verifies that Pearson's solution offerings meet customer needs. As CEO and co-founder of Connected Information Systems, Inc., Lou built a product designed to harness social networking and Web 2.0 technology to enhance collaborative learning and improve communications within schools. Prior to launching Connected Information Systems, Lou was senior director of core engineering for the School Systems group of Pearson. Lou has an MBA from Worcester Polytechnic Institute and a BS from the University of San Francisco.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required U.S. Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Individually and as partners, Burns K-8 School and Pearson K-12 Solutions are fully committed to the rapid, transparent, and measureable Turnaround of student achievement at the newly created Burns School. The proposed activities will empower and sustain these goals. The areas of change consist of the following:

The K-12 Solutions STEP model deeply aligns with the Turnaround and Turnaround models as outlined by the US Department of Education and is consistent with School Improvement Grants (SIG). The K–12 Solutions STEP framework meets the required elements of the SIG Turnaround Model fin the following ways:

Develop and increase teacher and school leader effectiveness:

K–12 Solutions will provide professional development (PD) for our principal and teachers that includes:

- A five –day Principal Leadership Institute, monthly principal cohort trainings, and coaching from the K–12 Solutions Achievement Advisor (AA).
- Professional development targets will be derived from the comprehensive needs assessment that is data driven, personalized, and focuses on research-based instructional practices
- Onsite DPS Instructional Coaches (IC) and Intervention Specialists will support teachers to transfer new information and strategies into classroom practice
- Weekly job-embedded teacher professional development will seek to transform classroom practices and improve learning. These sessions build the foundation for the Language of Instruction, a defined school-wide vision of effective learning routines and instructional practices.
- LT implementation develops distributed leadership, improves the quality of instruction and instructional leadership, and increases retention and morale

Participation in a national leadership conference will enable the leadership team to further define and refine skills and practices to support teacher effectiveness and student learning.

Implement comprehensive instructional reform strategies.

STEP focuses on research-based approaches to teacher development that have proven to increase teacher effectiveness and student achievement. The professional development process provides for collaboration, initiation, implementation, institutionalization, and renewal to build instructional capacity. School-based AA and IC provide targeted professional development, follow up, and on-the-job application support to improve instruction. Protected settings for ongoing professional development will be established and supported to permit collaboration and knowledge driven decision making. Alignment of curriculum to state standards and mastery learning supported by tiered instruction will be implemented.

Technology will be used as a reform strategy to enhance instruction, increase student engagement and to supplement intervention strategies in a blended learning environment. The proposed budget has allocations for comprehensive teacher professional development in the use

of technology to support instruction and learning. The following technology is budgeted within this application for the purpose of implementing instructional reform strategies:

- SMART boards – Teachers will be trained on the effective use of SMART boards and how this technology reaches multiple learning modalities, improves student engagement and ultimately increases learning.
- Document cameras will be used to vary the delivery of instruction and to provide an easy method to model learning targets for students through the display of exemplars.

New teacher effectiveness tools will be implemented to provide data so that teachers can focus on specific areas of need to hone their practice and develop the skills of professional reflection.

Increase learning time and create community-oriented schools. Time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. STEP seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. STEP will help our school define and optimize opportunities for increasing learning time and building community-oriented schools. We will maximize the use of technology supported instructional tools so that learning that is not limited by the school calendar or the walls of the school.

Extended Day/Extended Year

The Burns School plan specifically identifies provisions for extended day instruction to enhance the current Detroit Public Schools offering, by extending the school day by one hour. The Burns School will have a eleven month instructional calendar, thereby extending our school year by four extra weeks. We will also have an extended school day providing an additional hour to the school day. This one hour of instruction will focus on the four core academic areas. It is the intent of Burns School to extend after school programming to Tier II students who may need corrective instruction in reading and math, and even Tier I students who would excel with enrichment opportunities. The Burns School extended day will combine both intensive intervention as well as opportunities to pursue interests more deeply, as in our Robotics program, science club, academic games, book clubs, and others. Students may also elect to participate in after school programming for drill team, basketball, cheerleading, and dance to expend their energy in positive ways, practicing skills, and building healthy bodies.

Burns K-8 School will provide a Pipeline Development Center which uses connected partnerships to refine existing school-based programs and created site based community programs and services. Parental involvement is defined by the Title I program as the participation of parents in regular, two-way, meaningful communication involving student's academic learning and other school activities.

Rigorous accountability for parents and students results in improvements in academic abilities, social development, physical well being, and emotional health. Student success is improved when partnered with parents, teachers, and community. We will identify needs and effectively provide those services using existing and new stakeholders.

Additional Provisions for operational flexibility and sustained support. The STEP model is flexible and customized to the unique needs of each school through the systematic planning process. The K–12 Solutions STEP model is designed to build capacity and distributed leadership within the school. Gradual release strategies are built into the model from the start for a smooth transition to help internal staff sustain the school's Turnaround. Using achievement and non-achievement data, Burns School faculty and principal will be effective users of data that will direct operations and point to areas needed for additional support. These data and the Implementation Plan will determine budget, operations, and implementation, identifying school and community needs, human resources, and providing needed resources i.e. supplies, materials, equipment, and services to support a successful and safe school learning environment.

1. **Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need

During the Diagnostic Review, K–12 Solutions team members will assess current capabilities, programs, and school capacity. They will observe classrooms, collect surveys from students, parents, and staff about their perceptions of our school, and hold focus groups for faculty, parents, and staff. The team collects data and analyzes the following key factors:

1. **Consistency and quality of classroom** practices, routines, and teaching strategies
2. **Effectiveness in the use of data** to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process
3. **School organization and collaboration effectiveness**, including processes for peer development and priority setting, school calendar, and scheduling
4. **Quality of technology infrastructure**, including interoperability of technology, capacity, and use of systems
5. **Quality and fidelity of curriculum implementation**, including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
6. **Community engagement and communication strategy**, including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

A summary of their findings will be compiled in a Diagnostic Report and shared with the school community (administration, teachers, staff, students, parents and community members The Robert Burns School Diagnostic Report will be shared with the school and district in conjunction with the beginning of work on the Theory of Action. The report might be considered a "state of the school" address where facts are supported by data and patterns are pointed out to key stakeholders.

Theory of Action
Our Diagnostic Report will become the foundation of the ensuing Theory of Action.

At this point our key stakeholders "dive into the data" as we identify root causes that have hampered achievement in the past. We will identify well-respected and visionary teachers, parents, and community members to participate in three days of collaborative discourse so that together we can develop a customized Theory of Action that will lead to our Implementation Plan.

The central focus of a systematic approach to initiative planning and implementation is the Theory of Action. With a Theory of Action, educators find, understand, and communicate the connections between school improvement strategies and what we know or suspect about how students learn. The Theory of Action specifies action steps that the School Improvement Team believes are required to bring about the outcomes of focus for our school. The Theory of Action is unique and personalized for our school and helps to map out programs to affect the intended change.

Developing a Theory of Action involves a number of steps that work iteratively. These steps broadly include:

- Define the problems that exist between current conditions and preferred reality.
- Define the root causes
- Identifying the **strategies and actions steps to address and close the gaps so that our schools goals are met.**
- Develop and align the implementation plan by which the strategies are expected to produce their intended outcomes

Implementation Plan
Based on the Robert Burns School Theory of Action, our stakeholders and the K–12 Solutions team collaboratively develop a clear Implementation Plan to guide the hard work of school improvement, to verify everyone is doing their part, and to demonstrate how and when it needs to be done.

Our Professional Development Plan is developed and driven by the problems identified within the Diagnostic Report with strategies/action steps identified to solve those problems. The professional development becomes a strategy written into our Theory of Action and the Robert Burns School Implementation Plan.

Evaluation Plan

Senior members of the K–12 Solutions team, together with our school teams, collaboratively develop an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, how they will be measured, and a plan for monitoring the implementation itself. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan and the plan for sharing results.

Data collected during the Diagnostic Visit establishes a baseline that determines direction for our school's improvement plan. Ongoing data, disaggregated by sub group when appropriate, will monitor the effectiveness of our improvement efforts and allow us to refine our improvement initiates in a timely manner.

Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Overall Approach to Monitoring and Evaluating Student Progress. Shared expectations optimize conditions for teaching and learning by creating clear targets for student learning. We collaborate with the school leadership team and the district school improvement leadership teams to develop annual achievement goals that are Specific, Measureable, Attainable, Realistic, and Timely (SMART) and share them with all school stakeholders. The district and STEP Advisory Committee communicate, support, and monitor the goals. Accountability increases the likelihood that the goals are taken seriously and met successfully. Goals include an **accountability plan,** developed collaboratively with teachers, administrators, parents, and students. Each are held to task for developing their goals, monitoring the progress, and meeting those goals.

Teachers and students will receive training and have access to technology for accessing data and for academic interventions. Teachers will be provided training to retrieve information from data systems fluently. They will also be provided with technological support to meet their own needs and their students' needs for personalized learning.

Technology Support

Student Achievement Data
Learning Village Interim Assessment System (IAS)

To ensure that teachers/administrators are able to access and monitor each student's progress and mastery of essential learning, we will utilize the Detroit Learning Village Interim Assessment System. The assessment system will provide rich and timely data for LT and ILT analysis, and allow for the close monitoring of our school improvement. Teachers will create short-cycle assessments using Learning Village to determine if students have attained mastery of each learning target.

We will utilize the Learning Village IAS that will provide our teachers the tools and content required to create and monitor student progress through ongoing district formative and teacher created short-cycle assessments. Additional diagnostic data from reading and math assessments will enable teachers to triangulate data to have the most accurate view of student progress to inform needed instructional adjustments.

Perception Data

Once a year students, parents, and staff will be surveyed using MyVoice™ to allow us to analyze our progress addressing school culture issues. These data will be analyzed by the School Improvement Team and an analysis presented to the District and STEP Advisory Committee.

Aligned Data

During our Diagnostic Review, K-12 Solutions team members will examine our current curriculum and make recommendations for improvements to provide tight alignment with Michigan standards and state and district expectations. Teams of teachers will work with the Achievement Advisor to implement the recommended improvements and identify clear learning targets for reading, writing, and mathematics. These targets will become the focus for instruction across content and grade levels as teachers transition to a system of mastery learning.

Instructional Leadership Team (ILT)

The primary responsibility of the Instructional Leadership Team will be to analyze data to inform the work of the LT they facilitate.. The data from ongoing assessments will be available to all teachers and the principal so that through disaggregation of that data, specific learning needs can be identified, understood, and supported through appropriate instruction.

Learning Teams (LT)

During common planning periods, our professional learning communities that will transition to become Learning Teams, respond to the agenda set by the ILT as they collaboratively plan instruction that supports ongoing professional development and responds to student achievement data in a manner that addresses the needs of all students

Grade-level teams including both general and special education teachers will be required to meet each Friday to coordinate classroom data. Student data will be analyzed and summarized according to Mastery and Non-Mastery. (Tier 1, 2, and 3) Respond to Intervention (RTI) Grade level expectations will reviewed and outcomes posted for each student, and new lesson plans will be created to ensure appropriate lessons are created for (next day) Saturday and upcoming weekday and afterschool programs. Zangle online communication system will be the primary tool to post student data updates

The following chart outlines the roles and responsibilities as Robert Burns School collects, analyzes, and shares data.

Data Type	Vehicle for Collection	Analysis Responsibility	Vehicle for Sharing	Action Step
Teacher Effectiveness	Teacher Compass	Teacher & Instructional Coach	Teacher Compass Reports	Plan PD
Student Achievement Data	Learning Village Dibels MEAP	Teacher Leaders and ILT	LT	Collaboratively planned lessons
Non Academic Data	Prevent	Principal, Attendance Officer	Face to Face Meeting w/ Identified Student	Intervention w/ Identified Student
Perception Data	MyVoice™ Survey	K-12 Solutions	STEP Advisory Committee	Identify Initiatives Promoting Positive School Culture
Summarized Data: (Aggregated & Disaggregated)	Teacher Compass, Learning Village, Prevent	Principal & Achievement Advisor	STEP Advisory Committee	Intervention & Celebration Planning
Individual Student Progress		Teacher	Zangle Online Communication System	Parent Information

The school improvement team representative will assume the responsibility of submitting a weekly data report to the administrator, who will be responsible to email data summary to all teaching staff. Teachers are required to update this data weekly for each student related to his/her Grade Level Expectations and Lesson Plans. In addition corrected homework, afterschool, and Saturday school work must be submitted to designated teacher(s) each Monday. Re-evaluations of previous week will be updated and included in teachers grade book.

Weekly student data will be posted, emailed, and shared by administrators with all internal and external stakeholders. Data Specialist, Attendance Officer, Educational Instructional Specialist and Technical Specialists, third party over sight Administrators will provide daily/weekly attendance monitoring and student academic progress monitoring.

Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

District approved programs such as Accelerated Reader/Math, Learning Village, DIBELS, and Burst on-going assessments will support progress monitoring so that Robert Burns students will be prepared to show proficiency on the annual MEAP assessment.

Teachers will use this formative data to inform mastery learning and tiered instruction. This ongoing data determine student placement in groups for targeted instruction. Students will be aware of their own progress as they celebrate mastery of essential learning and face quarterly district benchmark assessment and yearly MEAP testing with confidence.

The Achievement Advisor and our principal will closely monitor IAS data to ensure all students are learning and improvement initiatives are working. The Achievement Advisor and Instructional Advisors will participate in weekly teleconferences with remote K-12 Solutions Team members to inform them of our progress and elicit additional support as needed. Grade-level teams including both general and special education teachers will be required to meet each Friday to analyze classroom data. Student data will determine mastery. Grade level expectations will be reviewed and outcomes posted for each student, and new lesson plans will be created to ensure appropriate lessons are created for (next day) Saturday and upcoming weekday and afterschool programs.

Classroom instruction will be adjusted weekly as determined by weekly classroom assessments. Those students who have not demonstrated mastery will be given additional instruction, allowed to practice, and then re-tested on all grade level concepts not mastered the previous week. Re-evaluations will be administered using Learning Village Interim Assessment System and determined by Grade Level Teams.

Quarterly assessments will be administered and analyzed to project trends in student performance, identifying opportunities for midcourse corrections. DIBELS will be administered to our K-5 students to monitor continuous reading improvement, teacher instructional delivery, and opportunities for additional literacy coaching strategies.

We will offer an extended learning program to be used both for enrichment as well as instructional support. The extended learning program will support the whole child and provide academic as well as high interest offerings. Ongoing data analysis will include subgroup performance to identify program adjustments for the following year.

Continuous improvement reflects the ongoing use of data from a variety of sources that are used to make just in time, midcourse, and end of course adjustments. We recognize our need for an implementation that is effective and reliable. We will implement the following initiatives to meet our goal:

- Professional development for our teachers that is scientifically research based will support mastery learning, gradual release, tiered instruction, and differentiated learning.
- Coaching will provided to support the principal as instructional leader and the teacher as reflective professional
- Informal and formal teacher observations will monitor whether professional development is being consistently applied in the classroom.

- Materials that engage and support the diverse needs of students will be implemented and monitored.
- Formative benchmark and short cycle assessment will be created, implemented, and analyzed in core areas that are linked to Michigan state standards at all grade levels.
- Teachers will function in LT to analyze data from formative assessments and collaboratively develop lessons that support differentiated instruction.
- Students identified as not meeting the standards on benchmark assessments will receive supplemental instruction, including one-on-one teaching, re-teaching and re-modeling.

Because of these initiatives we expect our students to show achievement gains on the benchmark and formative assessments created by our teachers and implemented by the beginning of the second quarter (November 4, 2010) and all assessments given in 2011-12 as we recognize the process of implementing these initiatives will need to be completed before significant impact is observed on the following high stakes tests:

TIMELINE	TEST	GRADE-SUBJECT AREA
October	Michigan Educational Assessment Program (MEAP)	3-8 Math & Reading 4, 7 Writing 5, 8 Science 6 Social Studies
October	MEAP-ACCESS (Students w/IEP)	3-8 Reading/Writing & Math
Oct. -Nov.	MI-ACCESS (Students whose IEP indicates MEAP and MEAP-ACCESS are not appropriate)	3-8 English Language Arts 3-8 Math 5, 8 Science
November - December	Brigance Diagnostic Comprehensive Inventory (Special Ed. Students as determined by IEP)	1-2 Reading, Math
Dec.	Michigan Educational Technology Standards (METS)	8 Technology Literacy
Jan. -March	NAEP (Selected Schools)	4, 8 Reading, Math, Science
March -April	English Language Proficiency Assessment (ELPA) (Students eligible for bilingual services)	1-8 Listening, Writing, Reading, Speaking
TBD by DPS	Quarterly Benchmark Assessments Q1, Q2, Q3, Q4- Q5 & Q6-pre and post assessments for summer school programming	Reading and Mathematics Grades 1-12

The Burns staff will use formative assessments such as district-wide formative benchmarks, Accelerated Math, DIBELS, short-cycle assessments, chapter tests, and Story-town assessments to regularly monitor the progress of the students. District initiated teacher evaluation standards, and Pearson's leadership evaluation tools will also be utilized during formal and informal evaluations by principal, administrators, coaches, and peers. In addition, other data will be utilized as needed to provide further insight into achievement data, i.e demographical, perception, and school process data.

During weekly common preps, teachers will gather according to content and grade level to discuss the results of assessments and classroom observations. With guidance from the Instructional Leadership Team, teachers will compare classroom practice and other data to achievement data. "At elbow" support will be provided to assist teachers with making pedagogical changes. Teachers will also determine appropriate interventions to assist the students who are having difficulties. Differentiation of teaching, technological interventions, small group tutoring, individualized learning, and extended learning opportunities will be considered for intervention. Teachers will support each other by observing each other's classrooms to further discuss the impact of classroom practices on student achievement.
Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

Ongoing Data Review

Monthly ILT meetings will focus on school-wide data as teacher leaders are trained to facilitate weekly LT meetings across the school campus. Teachers will analyze weekly assessment data in LT meetings to collaboratively plan instruction. Achievement Advisor and instructional coaches will review individual student data weekly. Particular attention will be paid to the progress of our mainstreamed special education students to ensure continued academic progress as stated in their IEPs.

The data will be used to determine how instruction can be modified for differentiations, interventions, enrichment, and accelerations to address the achievement needs of all students. . During the common planning periods, data will be continuously disaggregated by teachers in LT to ensure that all subgroup needs are carefully monitored and addressed.

Special education teachers and other staff members will be identified as responsible agents for monitoring the delivery of services to subgroups. These agents will keep the subgroup data at the forefront for applying interventions and any additional services needed. They will report the successes quarterly to the STEP Advisory Committee and the parents. This will hold us accountable to ensure that all subgroups remain an integral part of the academic discussions.

Teacher Effectiveness Data

Classroom observations will be supported by a web-based application (included in the STEP model budget), *Teacher Compass* to provide Burns teachers and principal with classroom observation performance data and prescriptive resources to support ongoing professional development.

Pearson's **Teacher Compass,** designed by researchers at Johns Hopkins University, is a web-based application that provides a vehicle to assess teacher effectiveness by collecting observation data. Principals and the Instructional Advisor can use this tool on classroom walkthroughs to focus and drive improvements in instructional delivery and decision-making for all educators. This highly customizable tool is accessed from a web browser and can be used to enter teacher performance data, disaggregate results rapidly, and generate easy-to-read

reports and graphs related to various performance indicators that we determine through our systematic planning.

To simplify the process of collecting, organizing, and analyzing teacher performance data. This customizable coaching and assessment tool can deliver a personalized learning plan for teacher professional development. Along with customizable evaluation and observation forms, this tool covers eight dimensions and includes a scoring system for the following:

- Planning and Preparation
- Knowledge
- Process of Instruction
- Assessment and Activities
- Classroom Climate
- Classroom Management
- Interpersonal Skills
- Professional Expectations

Ongoing classroom observational data is collected for a number of indicators linked to our Theory of Action, providing the teacher with dashboards to monitor their continuous improvement related to their instructional practice. Instructional coaches will review teacher performance data from classroom visits and plan subsequent PD.

All of the classroom observation data is aggregated for our principal to use in formal feedback and evaluation processes, along with recommendations for improvement, with prescriptive support.

Teacher Evaluation Process

DPS in cooperation with the DFT, has developed a new evaluation process for teachers that is based on the following:
1. A set of professional standards that define effective teaching
2. **Student achievement outcomes**
3. Continuous improvement and accountability

The teacher evaluation process tool,/tool is based on a continuous improvement model comprised of the following key elements:

1. Core competencies that define effective teaching – professional standards that define what teachers should know and be able to do.
2. Outcomes-driven – directly links student academic and non-academic performance measures to teacher practice ("in-puts")
3. Evidence based – evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

4. Guidelines for Evaluation of Teacher Practice – Provides specific guideline as to how to assess/measure teacher effectiveness.
5. System of Professional Development and Support – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.
6. Self-assessment – designed to support self-evaluation and reflection on performance and planning for personal improvement
7. Accountability – provides direction for the removal of ineffective teachers who do not improve.

The administration will align their teacher supervision and evaluation practices to the process just described.

Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
School Improvement Team
The School Improvement Team will use classroom assessment data each week to monitor student achievement and provided immediate feed-back for academic interventions, accommodations, and modifications of the upcoming week's lesson plans. Including but not limited to weekend homework packages, we will offer Saturday School tutoring for both parents and students, and afterschool opportunities to re-teach those academic skills not mastered during regular classroom hours.

The School Improvement Team representative will submit a weekly data report to the administrator, who will be responsible to email data summary to all teaching staff. Teachers are required to update this data weekly for each student related to his/her Grade Level Expectations and Lesson Plans. In addition corrected homework, afterschool, and Saturday school work must be submitted to teacher each Monday. Re-evaluations of previous week will be updated and included in teacher's electronic grade-book.

Weekly student data will be posted, emailed, and shared by administrators with all internal and external stakeholders.
In addition, Burns selected third parry Monitoring Team will provide continuous data interpretations, analysis, and weekly grade level improvement expectations.
Zangle online communication system will be the primary tool to post student weekly academic updates to parents and other stakeholders.

Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses

on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

Our Professional Development Plan will be aligned with our Implementation Plan described earlier. The Implementation Plan will identify strategies that need to be supported by professional development. Professional development will be provided by our K-12 Solutions team and is deeply aligned with the National Staff Development Council Standards for Staff Development and the MDE requirement for school improvement plans that focus on context, process, and content standards. Our professional development plan will be completed by October 2010, which will allow it to reflect the comprehensive diagnostics obtained through the Diagnostic Review while ensuring that it is in place to support timely implementation.

NSDC CONTEXT STANDARDS

Developing an Integrated Network of Professional Learning Communities
We will bring faculty, staff, parents, and business and community leaders together to form a diverse learning community and an effective education partnership through our **STEP Advisory Committee.** Key stakeholders meet quarterly with administrators and K–12 Solution team members and participate in planning and problem solving to provide accountability, buy-in, rigorous implementation, and sustainability to deliver the expected outcomes. We provide a structured agenda and focused expectations, which creates an atmosphere of purpose and importance in the meetings as members consider their school's progress and decide future implementation issues.

Our principal will attend a five-day **Principal Leadership Institute** to develop a common Language of Leadership and Learning. Our principal receives ongoing coaching from the AA. The principal participates in an ongoing professional learning community through monthly **clustered principal workshops.**

Our principal and teacher-leaders representing every grade level/content area become the **Instructional Learning Team (ILT).** Formation of this team, along with support and training from the embedded K–12 Solutions team, builds distributed leaders who facilitate teacher workgroups in the adoption and implementation of improvement strategies.

Learning Teams (LT) bring teachers together to learn from each other, refine their skills to improve student performance, and self-assess their progress. Based on 19 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that engages teachers to refine their teaching and produce better student results. LT not only improves student achievement and school culture, but also builds within schools sustainable capacity to continuously improve teaching and student learning.

Developing Leaders Who Guide Continuous Instructional Improvements

Operating within the professional learning communities described above, our principal will demonstrate support and understanding by committing to continually develop as an instructional leader and provide resources necessary to enable teachers to become leaders through the ILT and improve their own instruction through the LT model.

Our principal will receive one-on-one coaching by the AA as well as guidance and support for distributed leadership and collaborative decision-making through our LT model. The K-12 Solutions team also facilitates monthly clustered principal workshops that provide skills training and support for leading change efforts.

Identify and Access Appropriate Resources

STEP will help us build an implementation plan that addresses the needs identified by this process and assists us to identify and access appropriate resources. The LT teacher collaboration model provides a comprehensive protocol to identify a student need and act on it to produce improvements in student achievement. Dedicated school-site settings for teachers and administrators enable educators to engage in this work, with targeted assistance from LT advisors throughout the year.

The STEP model includes the use of technology to monitor the implementation plan.
An IAS is developed as part of the school's interoperable technology strategy to capture result data and generate evaluation reports. This resource, accompanied by training in data analysis and application, will create capacity within the school staff to carry out this evaluation using appropriate tools.

NSDC PROCESS STANDARDS
Supporting Knowledge Driven Decision Making

To make instructional decisions informed by data, teachers need access to current, disaggregated achievement data so they may use these data to inform teaching and differentiate learning for their students. Once in place, our teachers will receive training from the AA on effective analysis of student data provided by our new IAS and guidance from the IC to use these data as they plan instruction that meets the needs of all students.

Ongoing Evaluation

A variety of metrics will be put in place to ensure that our school improvement plan is on track. One important measure will be ongoing teacher observations that will be supported by *Teacher Compass*, a web-based application that will provide teacher performance data that will direct a personalized plan for professional development. This customizable tool can be used to disaggregate results rapidly, and generate easy-to-read reports and graphs related to various performance indicators.

Along with customizable evaluation and observation forms, *Teacher Compass* covers eight dimensions and includes a scoring system for the following:

- Planning and Preparation
- Knowledge
- Process of Instruction
- Assessment and Activities

- Classroom Climate
- Classroom Management
- Interpersonal Skills
- Professional Expectations

Providing trend data and reports, *Teacher Compass* can guide teachers to appropriate professional development based on their personalized data.

Applying Research Based Solutions

The AA will provide professional development so that our teachers build instructional competencies using a variety of inputs, including professional development focused on

content and research-based pedagogy to foster the implementation of effective learning strategies. Our teachers will learn how to support mastery learning through tiered instruction.

Designing Effective Instruction

Curriculum, assessment, and instruction must align closely, so that what is written is taught, and what is taught is effective. The AA will work with teachers to effectively align our school's core curriculum with state standards. Guided by research-based curriculum standards, our teachers will develop a rigorous, relevant, and deeply aligned curriculum, which is revisited annually for revisions as needed (Frase, English, and Poston, 2000[xxvi]). It specifies mastery learning goals, defining proficiency requirements, as well as instructional pacing. Deeply aligned curriculum will give our teachers more time to focus on lessons and provide more relevant content to increase student engagement.

Informing and Equipping the Adult Learner

While initial professional development will address our entire staff to develop a common Language of Learning and the creation of structures to support school-wide expectations, ongoing and regular professional develop will be personalized to reflect the identified needs of our principal and teachers. On site AA and IC will help our teachers and principal implement improvement plans through ongoing research-based training and one-on-one support. We emphasize coaching because it provides job-embedded learning, which allows our principal and teachers to learn by doing, reflecting on their experiences.

Collaborating for School Improvement

The ILT and LT will provide effective teacher and administrator inquiry-based collaboration settings to identify student learning needs and instructional strategies, monitor effectiveness, and revise where necessary. LT allow teachers and administrators to assess instruction as it relates to student needs and helps reinforce knowledge learned through targeted professional development (Darling-Hammond et al., 2009[xxvii]; Goldenberg, 2004[xxviii]).

NSDC CONTENT STANDARDS

Emphasizing School Culture

We will create a family-friendly and safe culture, where all students and families are respected, where educators feel respected and valued, and where students feel connected to their learning and their school. We will evaluate and adjust our practices to facilitate students' healthy social-emotional development without shortchanging academic development. Improving management structures, policies and practices, and home-school relationships can significantly improve school climate and produce greater cohesion among staff.

Based on findings from our Diagnostic Review, strategies will be developed to target the identified needs, through the collaborative Theory of Action and implementation planning processes. Our K-12 Solutions Team will provide strategies, as needed, to address a number of school culture areas. For example, Pearson works with the Quaglia Institute for Student

Aspirations (QISA), whose researchers have identified eight conditions as critical in fostering and maintaining student aspirations. Student aspirations have been linked to student achievement. Districts that have targeted these eight conditions report higher attendance and decreased dropout rates (QISA, 2009[xxix]).

Additionally, Pearson's K–12 Solutions team will assist us to develop our own strategies, to encourage ownership and engagement in the process. Recommendations for improving school culture to improve student outcomes include interventions focused on student aspirations, a positive physical learning environment, and promoting high academic expectations.

Providing Professional Development that Supports Content and Pedagogy
Weekly professional development sessions offer research-based instructional practices to address areas of need identified during the Diagnostic Review that are specified in our Theory of Action. The IC will provide one-to-one coaching for teachers so the new techniques and strategies become part of daily classroom practice.

Pearson has a wide variety of services and products to support teachers to optimize their teaching and learning including online, print, and professional development modules. Our customized Implementation Plan will guide the crafting and selection of services and materials to meet the unique needs of our school and the adult learning needs of our principal and teachers.

The IC provides site-based support focusing on instructional delivery and content pedagogy. Research indicates that embedded coaching has a positive effect on enhancing instruction and on student achievement (Matsumara et al., 2008[xxx]). The IC models and supports lessons, conducts lesson studies, and works in classrooms to improve instruction and support teacher efficacy.

Coaches are trained to conduct reflective conversations with teachers as part of their ongoing coaching and mentoring. Coachers develop a working rapport with teachers that enables them to reflect on their own teaching practice and to critically analyze their own teaching behaviors in order to determine areas of growth in pedagogy or delivery of the aligned curriculum.

The leadership team of Burns School is working on the professional development plan.

To date, professional development will focus on:
    Analysis of data
    Using technology to retrieve data
    Using technological interventions to target specific student needs
    Using common preparatory periods for reflection, collaboration, analysis of data, improving pedagogy
    Building leadership capacity
    Unwrapping state standards and identifying clear learning targets aligned to the standards and student needs
    School wide management systems

The success of professional development will be monitored using student achievement data, classroom observations, and surveys. All staff will be accountable for demonstrating the results

of the professional developments by infusing the principals in their daily practice. Additional "at elbow" support and encouragement will be provided to teachers.

The Evaluation Plan will include the effectiveness of professional development. Indicators of the successful implementation of professional development will be identified and monitored throughout the academic year.

The following figure summarizes the alignment between the support we will receive from our K-12 Solutions partners and NCSD Standards.

NCSD Standards	K-12 Solutions Support
Context Standards	
Develop and promote professional learning communities (PLC)	STEP develops, trains, and implements an integrated network of professional learning communities: Instructional Leadership Team, Learning Teams, Principal Cluster Groups, STEP Advisory Committee, and District Oversight Committee
Develop and promote school and district leaders who guide continuous instructional improvement	Leadership training include the Principal Leadership Institute, Winter Institutes, Summer Institutes, monthly principal cluster workshops, personalized professional development plans informed by VAL-ED, coaching by the Achievement Advisor, and supported by Teacher Compass. Operating within the PLCs described above, district and site administrators demonstrate their support and understanding of the significant task ahead by committing to improve their own practices and provide support and resources necessary to ensure teachers can continually improve instruction.
Identify and access appropriate resources to support adult learning and collaboration	K-12 Solutions Team members collaborate with district administrators and principals to ensure that teachers have the resources necessary to improve instruction and learning through LT. The five elements of the LT model point to the resources needed: • GOALS that are set and shared • INDICATORS that measure success • ASSISTANCE from capable others • LEADERSHIP that support and pressures • SETTINGS that allow staff to get important things done STEP provides technology tools to provide timely data to support effective goal setting and monitoring, onsite coaches for support and assistance, mentored and informed leadership and stable settings for the important work of the PLC. FAST provides additional tools to meet the needs of the specific schools, teachers, and

	students.
Process Standards	
Establish and prioritize adult learning needs based on needs identified from disaggregated student academic and non-academic achievement data	A thorough diagnostic/needs assessment gathers a wide range of current and historical data, including disaggregated student academic and non-academic achievement data, to create detailed implementation and evaluation plans through onsite visits; surveys and interviews of parents, students, and staff; and analysis of documents.
Utilize a variety of sources of information to guide improvement and determine effectiveness	Teacher effectiveness data gathered using WCT, REFLECT, Teacher Compass and data from VAL-ED drive personalized professional development plans for teachers and principals.
Engage practitioners in the use of research to make decisions	The Achievement Advisor and Instructional Advisor help teachers and administrators implement improvement plans through ongoing research-based training and one-on-one support. Collaboration in ILT and LT is informed by research.
Facilitate practitioners' knowledge and skill development in identification and use of appropriate learning strategies to accomplish intended goals	Weekly professional development expands teachers' repertoire of instructional strategies as mastery learning and tiered instruction are deployed. 21st century learning tools support differentiated instruction.
Build, develop and sustain knowledge and skills need for collaboration	The ILT structure distributes leadership that reaches every classroom, fostering skills in collaboration in effective LT.
Content Standards	
Assist educators to cultivate an understanding and appreciation of all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement	STEP will help Burns School create a culture that is family-friendly and safe, where all students and families are respected, and where students feel connected to their learning and their school through the Emphasize School Culture component. Expectations and aspirations will be assessed and monitored annually using MyVoice student, parent, and staff surveys.
Expand practitioners' content knowledge and provide them with research-based instructional strategies designed to insure students meet rigorous standards	Personalized professional development plans include both content and pedagogy. A tightly aligned curriculum insures that instruction is linked to MI standards and an effective interim assessment system provides teachers with timely data to ensure all students are learning.
Develop practitioners' knowledge, skills and use of an assortment of classroom assessments appropriately	IAS allows teachers access to item banks for creating curriculum embedded and formative assessments that are linked to state standards.

1. **List the individuals and job titles of the central office and school personnel who will**

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

2. **Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
SYSTEMATICALLY PLAN FOR SCHOOL IMPROVEMENT **Diagnostic Review** **Diagnostic Report** **Theory of Action** **Implementation Plan** **Evaluation Plan**	Comprehensive collection and analysis of historical and current data Summary of findings leading to Theory of Action Collaboratively agreed upon TofA Collaboratively developed IP Collaboratively agreed upon EP	-Comprehensive Needs Assessment -Perception Data from parents, students, teachers, staff (surveys, interviews, focus groups) -Classroom observation data -Leadership effectiveness surveys -Achievement data over time --Report delivered, shared/edited with key stakeholders: • Customized T of A • Customized IP	**K-12 Diagnosticians** collect data from diverse stakeholders **Senior K-12 Team Member** **Senior K-12 Team Member** **Senior K-12 Team Member** **K-12 Director of Evaluation** **Parents and Community Members**

TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
		• Customized EP	
DEVELOP INSTRUCTIONAL LEADERSHIP **Principal Leadership Institute** **Principal Cluster Workshops** **One-on-One Training** **LT Readiness** **LT Launch Institute**	5-day workshop (instructional leadershlp & management skills) Monthly meetings to report progress and receive add'l training Weekly coaching 2 half-day leadership training for admin 2 day workshop for ILT & principal	-Workshop Evaluation -Results from VAL-ED Leadership Effectiveness Survey -Workshop Engagement Instrument -Calendar and agendas -Leaning Walk data -Institute materials and evaluation -Institute materials and evaluation	**Senior K-12 Team Member assisted by AA** **K-12 Achievement Advisor (AA)** **K-12 AA** **K-12 Assoc. Dir. of LT** **K-12 Assoc. Dir. of LT**
CREATE COLLABORATIVE EDUCATION PARTNERSHIPS **STEP Advisory Committee**	Stakeholder reps: -Parents -Community members -Educational Organizations -Teachers -Staff -Principal	Meet quarterly to -Oversee the IP -Provide solutions beyond the school's reach -Monitor progress -Identify potential obstacles -Brainstorm and	**K-12 Achievement Director** facilities these meeting Principal guides selection of members Parents, Community Member

TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
		develop solutions -Champion the initiative -Celebrate successes	
EMBED ACHIEVEMENT SUPPORT Coaches Boot Camp Ongoing Coaching Ongoing Training	10 day training for AA & DPS coaches On site coaches to support PD and leadership training Monthly training to support PD	-CBC Agenda and Evaluation -Weekly one-on-one leadership training for principal -Weekly teacher PD -Teacher mentoring & classroom observ -Monthly agendas	Sr. K-12 Team Member K-12 AA DPS IC DPS IC K-12 Achievement Dir.
ALIGN CURRICULUM Audit Curriculum Revise Curriculum	Examine current curriculum Refine curriculum to meet standards	-Curriculum Rubric -Curriculum template -Curriculum pacing documents	K-12 Diagnostician K-12 AA K-12 Instructional Advisors
OPTIMIZE CONDITIONS OF TEACHING & LEARNING Teacher PD Ongoing Coaching Learning Teams	Weekly Teacher PD One-on-one support Collaborative teacher learning communities	-Calendar & Agenda -Teacher observation reports -Personalized pd reports -LT evaluation pieces	K-12 AA K-12 Instructional Advisors DPS IC

TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
KNOWLEDGE DRIVEN DECISION MAKING & TECHNOLOGY FOR LEARNING **Interim Assessment System** **Data Coaching** **Tech Tools**	Audit current tech for formative assessment and achievement report Identify & Implement system upgrades Train Principal & teachers to analyze data to inform instruction Identify and implement instructional tools to support personalized learning for students	-Analysis of strengths & weaknesses of current technology -Installed upgrades -Training manuals -Training sessions evaluations -Delivery & implementation of instructional tools	**Pearson technologist** **K-12 AA** **K-12 Instructional Advisors** **DPS IC**

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until

September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Respond by indicating yes or no. Provide

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	

• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

Baseline Data Requirements

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or Turnaround)?	Turnaround
Number of minutes in the school year?	127,749
Student Data	
Dropout rate	N/A
Student attendance rate	79.6%
For high schools: Number and percentage completing advanced coursework for each category below	

Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection /School Climate	
Number of disciplinary incidents	868
Number of students involved in disciplinary incidents	868
Number of truant students	64
Teacher Data	
Number of teachers at each performance level category below	
Highly effective	39
Effective	0
Moderately effective	0
Ineffective	0
Teacher attendance rate	98%

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